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ABSTRACT

The paper reports on the organization and implementation of a plan that assisted 75 mainstreamed educable mentally retarded students meet high school requirements. The report indicates that by the end of the second year 50% of all the mainstreamed students received a passing grade in all high school subjects with the exception of physical education. Attitudes of teachers are described as changing positively and parental involvement is shown to have increased significantly. It was established that the students showed significant gains in academic achievement and relationships, and greater participation in extracurricular activities. Among appendixes are sections on helping students develop desirable classroom behavior, various forms (such as a resource room behavior checklist and a due process notice), and a staff development questionnaire. (Author/PHR)

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DESCRIPTORS Educable Mentally Handicapped, Exceptional Child Education, *Handicapped Children, Low Ability Students, Mentally Handicapped, *Normalization (Handicapped), *Placement, *Regular Class Placement, Slow Learners, *Special Education

ABSTRACT This practicum is the second phase of a two-phase project designed to develop and implement a plan for mainstreaming retarded educable students into regular classrooms in the comprehensive high school. The entire project was based on identified needs at West Philadelphia High School, Philadelphia, Pennsylvania, where it was found that, during the years of 1973 and 1974, a large percentage of mainstreamed retarded educable students failed to adjust when assigned to regular classes. Phase II, reported here, concerns itself with the organization and implementation of the plan which assisted seventy-five retarded educable students, assigned to West Philadelphia High School in September 1975, in meeting high school requirements.

The report of Phase I described the process of selection and assignment of these seventy-five retarded educable students to that high school educational program which would insure success for the majority of the students.[1] The Phase I aspect of the entire project was conducted

[1]Walter H. Scott, "The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students into Regular Classrooms in the Comprehensive High School: Phase I," Introductory Report, Nova University, 1977.

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during the first year that the youngsters spent at West Philadelphia High School.

Phase II, described in this report, details the activities that took place during the second year with respect to the seventy-five retarded educable students, the staff members involved, and the parents of these youngsters. The report indicates that, at the end of the second year, 50 percent of all the mainstreamed students did receive a passing mark of seventy or more in all high school subjects with the exception of regular physical education. Attitudes of teachers toward the mainstreamed retarded educable students were changed positively. Parental involvement increased significantly. The retarded educable students showed gains in academic achievement relative to basic skills, peer relationships improved, and the number of students who participated in extracurricular activities increased. The program which was developed seems to be assisting retarded educable students in coping with the problems presented by a large, complex, urban high school. The entire project is available as a mainstreaming model which could be implemented, either in part or in its entirety, in any comprehensive high school.

THE DEVELOPMENT AND IMPLEMENTATION OF A PLAN FOR MAINSTREAMING RETARDED EDUCABLE STUDENTS INTO REGULAR CLASSROOMS IN THE COMPREHENSIVE HIGH SCHOOL: PHASE II

BY

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CHAPTER I

INTRODUCTION

In September 1973, at the recommendation of the special education teachers at West Philadelphia High School, all retarded educable students were mainstreamed into regular classes. The students were assigned to regular advisory classes, placed in regular academic and vocational classes, and traveled in the mainstream of the other 3,000 students to lunch, physical education, and assembly. The assignment of special education youngsters to a designated area on the west side of the third floor was discontinued. The special education teachers were all assigned rosters of regular classes depending on the teacher's academic interest and background.

After two years of this organization, it became quite apparent, as reflected by report card marks, that the needs of the retarded educable youngsters were not being met. Staff members began to realize that the retarded educable student in the mainstream of a large, inner-city high school such as West Philadelphia High School needed to be motivated and trained for this kind of organization.

When the students were first mainstreamed, many became lost in the large building and exerted little effort to find their way around. Many were found in the fire towers, wandering the halls, or outside on the street. A large number of mainstreamed students were constantly late, chronically absent, or were reported by teachers for excessive cutting

of classes. It became apparent that these students needed a great deal of personal help and attention to understand the locker numbering system, where the luchroom was, what a counselor is for, what vice principals do, how to get tokens, and the like. It also was obvious that the retarded educable youngsters needed experiences in using good human relations techniques. There was an unusual amount of name-calling, fighting, threats, and other non-reasoning techniques used with their peer group throughout the building. The fact that many of the retarded educable youngsters had poor eyesight, were overweight, and evidenced hearing, orthopedic, and/or speech problems, probably contributed to failure in regular classes. What also was needed was an extensive motivation and orientation program for these youngsters before being selected for the mainstreaming process.

Therefore, a special program was implemented for the selection and assignment of retarded educable students to the proper high school educational program which would insure success for the majority of these students. The initial group of students that first became a part of this program were the 75 retarded educable students who were assigned to the West Philadelphia High School in September 1975. The project was designed as a two-stage effort, Phase I and Phase II, and was implemented and conducted during a two-year period.

Phase One was completed in June 1976 and was described in detail in the introductory report which was submitted in April 1, 1977.[1] Phase One focused on the process of selection and assignment of retarded educable students to an appropriate high school educational program which was designed to meet their individual needs in the best possible way. This involved complete mainstreaming for some students, partial mainstreaming

[1]Walter H. Scott, "The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students into Regular Classrooms in the Comprehensive High School: Phase I," Introductory Report, Nova University, 1977.

for some, and no mainstreaming at all for others. The systematized process and procedure used to determine the capabilities of each student was presented. The process and the findings resulted in the assignment of the students to the most appropriate educational program. This was the substance of Phase One.

The program described in Phase One at West Philadelphia High School was organized so that frustrations and feelings of inadequacy were reduced. The school environment provided satisfactory, worthwhile, educational experiences upon which the student could base achievement and success. These experiences were provided at the students' developmental levels and levels of understanding.

As a result of the practicum, at the end of the first year, 100 percent of the newly assigned retarded educable students were able to read their rosters properly, find their way around the building, and locate their lockers, the lavatories, the lunchrooms, and the auditoriums. Eighty-five percent of the students were able to follow the entire bell schedule, and 80 percent of the students were able to follow school rules and regulations and understand the student handbook. One hundred percent of the sixty-five students tested either maintained or raised their scores in terms of self-images, peer relationships, and adult relationships. Seventy-eight percent of the sixty-seven students who were tested completely, showed improvement in reading skills. Seventy-five percent of the sixty-three students who were tested completely, showed improvement in mathematical skills. A 57 percent reduction in the number of disciplinary referrals and the number of parental contacts for disciplinary

reasons indicated a reduction in cultural and peer conflicts.

By the end of the school year 1975-76, the principal provided educational alternatives for the newly assigned retarded educable students so that their needs might be met in a variety of educational settings. The alternatives provided included the following:

1. Academic classes composed of only retarded educable students.
2. A program of partial or complete mainstreaming into regular classes and subject areas.
3. A resource room.

At the end of the school year 1975-76, a student profile and assignment table was completed for each retarded educable youngster who was assigned to West Philadelphia High School in September 1975. The table was completed through the cooperation of teachers, counselors, and professional personnel from outside agencies. The table included a summary of physical, motor, intellectual, social, and emotional development for each youngster. The pretests and posttests included scores in reading and mathematics. On the basis of needs depicted by a study of the student profile and assignment table, a recommended alternative educational program was indicated for each student and assignments were made as shown in Table 1, page 5.

During this school year of 1975-76 when Phase I was being implemented and conducted, the Education for All Handicapped Children Act, Public Law 94-142 was signed and became law.[2] This act has been referred to as the Bill of Rights for the Handicapped and has called for a national

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[2]Education for All Handicapped Children Act of 1975, Public Law 94-142, 94th Congress, S.6, November 1975.

Table 1

Educational Program Assignments

Educational Assignment	Number of Students
Regular English and math classes	33
Regular English classes	7
Regular math classes	7
Regular physical education classes	70
Academic cycle classes	22
Self-contained class	6
Regular shop classes	69
Food services	8
Upholstery	7
Child development laboratory	5
Hospital laboratory	9
Graphic arts	2
Auto mechanics	5
Carpentry	5
Tailoring	4
Machine shop	2
Foods	4
Sewing	4
Typing	3
Art	5
Music	6

commitment to educating handicapped children. The act has already had and will continue to have, far-reaching effects on the field of education. The provisions of the act significantly affect teachers and their handicapped children. Everyone who was involved in the education of the retarded educable students at West Philadelphia High School became

familiar with the provisions of the act and realized the requirements that the law places on schools and teachers.

In this new law, handicapped children are defined as mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or health impaired. The definition also includes children with specific learning disabilities who, by reason thereof, require special education and related services.

The purposes of the Education for All Handicapped Children Act may be summarized as follows:

1. To guarantee all handicapped youngsters a free, public education geared to their own special needs.
2. To protect the educational rights of these children and their parents or guardians.
3. To help local educational agencies, such as school districts, to provide such an education.
4. To provide continuous checks to assure that programs for handicapped children are effective in helping them realize their potential.

The new law was needed because students show that more than one-half of the handicapped children in this country have not been receiving an education suitable to their special needs.[3] Others struggle in the classroom because their handicapping problems have not been detected. In addition to this, studies show that over one million students have been excluded entirely from the public school system.[4]

The law stipulates that each handicapped child is to be guaranteed

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[3]Ibid., p. 2. [4]Ibid.

a specialized educational program in writing. This educational program statement must specify instructional goals, and must indicate what special education and related services the child will receive. The plan, which is to be reviewed at least once each year for possible revision, should include the following:

1. The child's present educational level.
2. Annual goals as well as short-term instructional objectives.
3. Specific educational services to be provided.
4. The extent to which the child will be able to participate in regular educational programs.
5. The date when special services are to begin and the expected duration of these services.
6. Tests and other information used to guage the child's progress and to determine if instructional objectives are being met.

Public Law 94-142, enacted in November 1975 as the Education for All Handicapped Children Act, is a momentous piece of legislation. Schools all over the nation are destined to feel its impact and to be more broadly "American" as a consequence. The implementation of this law promises an end to the inglorious custom of treating persons with disabilities as second-class citizens.

It gives national sanction to the idea that the claim of a handicapped individual to quality education, and by extension to all other privileges offered by our democratic society, is to be respected. Retarded educable students are to be provided quality education as are all other

Americans. The law opens the way for schools to broaden their horizons, no longer focusing their operations solely on regular students, but giving equal consideration to those with handicaps. This includes placing retarded educable youngsters in regular classrooms if it is determined that this placement would be in the best interest of the youngster.

Phase II of the total project, described in this report, is based on the concepts contained in Public Law 94-142.

CHAPTER II

IDENTIFICATION OF THE PROBLEM

During the school years of 1973-74 and 1974-75, all retarded educable students at West Philadelphia High School were mainstreamed into regular classes. In addition to vocational subjects, art, music, and physical education, the students were all rostered to such subjects as English, American history, general mathematics, biology, clerical practice, and the like. The large number of failures at the end of each report period indicated a need for a different kind of curriculum for most retarded educable youngsters. Since these youngsters were not academically oriented, they needed to be motivated by means of a curriculum that was of high interest and relevance to them.

During these two years at West Philadelphia High School, staff members learned that some retarded educable children were not ready for mainstreaming. For some of these students the self-contained classroom was probably the best setting for a desirable educational experience. These students were unable to function adequately in regular classes and in the mainstream of the large, complex West Philadelphia High School For other students, mainstreaming either in some of all areas seemed to answer their needs. Experience demonstrated that mainstreaming was not appropriate for all retarded educable students. What was needed was not only a good selection process as reported in Phase I that would identify

those students who would be good risks in the mainstreaming process, but also an organizational structure which could provide for the individual needs of these youngsters.

The unusual amount of name-calling, threats, fighting and other non-reasoning techniques used among the retarded educable students indicated a need for experiences in using good human relations techniques. It was apparent that these youngsters needed assistance in solving their problems in accordance with school rules and regulations, and also needed to take advantage of social opportunities offered through the extra-curricular program at West Philadelphia High School.

When one reads the sources listed in the selected bibliography, there is no question that the main element in successful programs designed for retarded educable students has been the classroom teacher who is convinced that these students can learn, who has high standards of expectation, who wants to teach them, and who knows how to teach them. Experience during the first two years indicated that many teachers of regular classes did not want to accept retarded educable students. The teachers felt that they were not trained to teach these students and, therefore, that the students should be taught only by special class teachers, who, in Philadelphia, receive a higher salary than the so-called "regular" teachers. The teachers in regular classrooms were not equipped to deal with problems presented by different types of behavior patterns, hyperactivity, need for medication, and different language patterns. Most teachers did not understand the learning patterns of retarded educable youngsters at the high school level and the need for clear directions, full and complete explanations, constant repetition, and simple and varied testing procedures.

It was apparent that a staff development program for teachers was needed to address attitudinal changes on the part of all teachers and also help them better to understand the kind of child a retarded educable student is and how to cope with problems presented in the regular classroom.

Another need that became evident during the school years of 1973-74 and 1974-75 was that of parental involvement. During these years, parents did not seem to be concerned about the school or their youngsters. They did not visit the school, did not participate in school activities, and displayed little interest in the school progress of the retarded educable students. During the first year of the total practicum, parent interest seemed to grow and parents began to be involved in different school activities. This interest and this involvement seemed to generate a positive relationship between the home and the school which ultimately resulted in a more wholesome and effective learning environment in the school and at home. In order that this relationship could be maintained, it was realized that an on-going program of parental involvement was needed during Phase II of the project so that the gains realized during the previous year would not be lost.

Phase Two, which is described in this report, examines, in depth, the entire program from assignment through evaluation, and presents a refinement of the procedures used after the students were assigned. The teacher and the curriculum as sources of failure for the retarded educable youngster after he has been mainstreamed are studied as part of Phase Two. A review of related literature is included in this report in an attempt to summarize available information pertinent to the strategies used in

this practicum to effectively mainstream the retarded educable students into regular classrooms. A program of parent involvement is described as well as ways in which supportive educational services were provided through the provision of a well-equipped and staffed resource room. This report is now available as a total project which can be transported to and used successfully in other high schools throughout the Philadelphia school system.

CHAPTER III

GOALS AND OBJECTIVES OF THE PRACTICUM

Goals

The goals of an educational program for the retarded educable student are, in general, the same as the educational goals for all students. The retarded educable youngsters are being educated in order to make the greatest use of their abilities to satisfy their personal needs as well as the demands of the society in which they are living. Educational programs should help promote personal adjustments, should enable the individual to establish healthy interpersonal relationships, and should help the student achieve a satisfactory social adjustment.

The three general goals for the retarded educable students at West Philadelphia High School consisted of personal or emotional adjustment, social adjustment, and economic adjustment. The total program, including the physical location of the classes, the experiences provided the students, and the methods of instruction used, was designed to further the achievement of these goals.

The goal of personal or emotional growth was placed first in the sequence because it is fundamental to the achievement of social and occupational competence. Unless an individual is basically an emotionally healthy person, it is extremely difficult for him to relate effectively with other persons. Thus, all of the components of the practicum,

including placement, the curriculum, and methods of instruction were directed toward this end.

The retarded educable student who was emotionally mature for his developmental level, benefitted from many and varied social experiences. West Philadelphia High School provided the students with differing degrees of supervision and direction. As the experiences were expanded to include more and differing social experiences with other students, as well as more complex situations requiring a greater degree of self-direction, the retarded educable student's social relationships with his parents, siblings, neighbors, and classmates improved.

The ultimate goal in the area of social adjustment was social independence in society at large. This was attempted by teaching the student to make adjustments compatible with his developmental level. Continued social experiences and expansion of self-direction enabled the student to grow in this area as well as in the areas of physical and intellectual growth. As the students learned to adjust to social situations requiring varying degrees of social maturity, they also learned to make the necessary adjustments that are required as an adult.

The third goal was economic independence as an adult. The achievement of this goal depends largely upon personal and social adjustments. Studies indicate that the majority of the retarded educable youngsters who lose their jobs do not lose them because of incompetence. They are discharged because of poor attitudes, lack of conscientious effort, and inability to get along with their employer and fellow employees. This being the case, vocational skills and experiences leading to economic independence received emphasis only after other skills had been achieved.

The three goals of the program were not achieved independently or in isolation from one another. Together they formed the unifying core of the total program, each one being directly related to and dependent upon the others. The academic skills and other skills taught were not ends in themselves, but had meaning only as tools that enabled the student to achieve the basic goals more easily.

The program at West Philadelphia High School was organized to reduce frustrations and feelings of inadequacy. It provided satisfactory, worthwhile educational experiences so that the student could realize achievement and success. These experiences were provided at the developmental level and level of understanding of the student.

Objectives

The following objectives represented the expected accomplishments for Phase Two of the project:

1. By the end of the second year at West Philadelphia High School, 50 percent of all retarded educable students who were mainstreamed at the beginning of the school year will meet with success in their assigned subjects. Success is herein defined as receiving a mark of seventy or more on the fourth or final report card for all subjects.

2. By November 1976 the principal will provide on-going staff development programs for teachers of the mainstreamed retarded educable students in an attempt to help the teachers understand and cope with problems and responsibilities which are part of the inclusion process, to help them better understand the kind of child a retarded educable student is, and to help them change their attitudes toward retarded educable students more positively, where needed.

3. By January 1977, the heads of all subject departments, with their teachers, will review curriculum content, make adaptations, and provide alternative units and appropriate instructional materials so that all of the mainstreamed retarded educable students will have the opportunity to complete high school requirements.

4. By November 1976, the head of the special education department will plan, develop, and implement a program of parental involvement for the parents of the mainstreamed retarded educable students. This program will be designed to establish positive relationships with school personnel, provide understandings relative to strengths and limitations of these youngsters, afford avenues along which parents will be able to provide aid and assistance, and provide a structured means whereby parents can offer help in effectively maintaining the integration process.

5. By November 1976, the principal will provide a well-equipped and staffed resource room as one of the alternative integration strategies in order to meet the needs, interests, and abilities of each individual retarded educable student.

6. By the end of the year 1976-77, the academic achievement of 25 percent of the mainstreamed students in terms of basic skills will be improved. Achievement will be measured in reading by the administration of a pretest and posttest of the Stanford Diagnostic Reading Test. Achievement will be measured in mathematics by a pretest and posttest administration of the Philadelphia Mathematics Evaluation Tests.

7. By the end of the year 1976-77, the number of disciplinary referrals to the school administration for the mainstreamed youngsters

will be decreased by 25 percent as compared with the disciplinary referrals made for these youngsters during the year 1975-76.

8. During the year 1976-77, the head of the special education department will assume the responsibility for seeing that the number of mainstreamed youngsters who participate in extracurricular activities will increase by 25 percent as compared with the number of these students who participated in these activities during the year 1975-76.

CHAPTER IV

REVIEW OF RELATED LITERATURE

Introduction

The primary purpose of the review of related literature was to locate, investigate, analyze, and summarize information which was pertinent to the strategies used in this practicum to effectively mainstream the retarded educable students into regular classrooms. Information was drawn from books, magazines, dissertation abstracts, and other forms of literary works.

Topics which were selected for the review of related research were drawn from the objectives which were identified for this practicum. These topics included:

1. Assisting mainstreamed retarded educable students in meeting with success in basic skills
2. Providing a staff development program for teachers of mainstreamed youngsters
3. Helping teachers understand the nature of the retarded educable youngster
4. Helping teachers develop positive attitudes toward retarded educable students
5. Implementing a program of parental involvement for the parents of mainstreamed retarded educable students
6. Providing a well-equipped and adequately staffed resource room for the use of the students

Articles were included in this review of the literature to the extent that they supported the concept of mainstreaming and emphasized the necessity for total understanding and commitment of all participants involved in this educational approach.

Mainstreaming

A portion of the literature examined by this researcher indicated that retarded educable students are able to work in mainstreamed settings as well as they can in special education classrooms. Since a major issue in education today relates to whether special education students should be mainstreamed in regular classrooms, this finding seems to be extremely important. In Boylan's[1] study, it was concluded that some special education students could do just as well in a mainstreamed setting as those in a segregated class for special education students and that this mainstreaming process did not reduce the academic achievement of the regular students who were in the mainstreamed classes.

Ada D. Hill studied the effects of social reinforcers on the task persistence of retarded educable students. After analyzing results obtained from an experimental group and a control group, she stated

> The results indicated a significant increase in on-task behaviors of the experimental subjects when they received social reinforcement. The proportion of on-task behaviors by the control subjects was not affected by intervention applied to experimental subjects.[2]

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[1]William S. Boylan, "Mainstreaming: The Effects on the Academic Achievement of Special Education and Regular Students," Dissertation Abstracts International, 37: 3546-47A, 1976.

[2]Ada D. Hill, "The Effects of Social Reinforcers on the Task Persistence of Educable Mentally Retarded Children: An Implication for Mainstreaming," Dissertation Abstracts International, 37: 2784-A, 1976.

This study seems to provide evidence that retarded educable students can work effectively in mainstreamed situations and that teachers' social reinforcement behaviors can improve the youngsters' performance.

Marion B. Stroud in 1976 studied the achievement of 350 retarded educable students in the social studies area. These students were selected from four alternative mainstreaming settings in Ohio and their learnings were compared. The four alternative settings included a complete self-contained class, partial mainstreaming, supplementary instruction through a resource room, and full-time mainstreaming. Stroud concluded that the three alternative mainstreaming situations resulted in as much achievement in social studies as did the self-contained class. She further concluded that, "There was no evidence that mainstreaming EMR pupils resulted in a loss of basic, practical learning about the world."[3] This study seemed to provide evidence that mainstreaming retarded educable youngsters does not deprive them of the type of basic learning which leads to "adult independent living skills."[4]

Nancy W. Elliott studied the efficacy of mainstream education for exceptional children by comparing one group of exceptional children who were enrolled in special classes and regular classes with a matched group of children who were fully integrated into regular classes. The results of this study revealed that no difference in treatment resulted between the experimental and control groups. As a result, Elliott states,

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[3]Marion B. Stroud, "The Achievement of Social Studies Objectives of a Persisting Life Problems Curriculum by Educable Mentally Retarded Pupils in Four Alternative Mainstreaming Settings in Ohio," Dissertation Abstracts International, 37: 6411-A, 1977.

[4]Ibid.

"Therefore, remedial procedures in special classes had no significant effect beyond that obtained through regular classroom placement for exceptional children. . . ."[5]

Other studies examined by this investigator revealed that mainstreaming retarded educable students into regular classrooms resulted in positive effects on the students relative to academic achievement, development of wholesome attitudes, and raising self-esteem.

Michael D. Brown[6] investigated the academic achievement in reading of handicapped children who were mainstreamed into regular classes in a large North Texas school district. Based on the findings of this study, it was concluded that there was a significant difference in the reading achievement of the handicapped children who were mainstreamed.

Calhoun and Elliott assessed retarded educable students and emotionally disturbed youngsters in self-concept and academic achievement over a three-year period. One-half of the subjects were retained in special classrooms and the other one-half of the subjects were mainstreamed into regular classrooms. The authors found that emotionally disturbed students and retarded educable students who were mainstreamed into regular classrooms scored significantly better in self-concept and academic achievement than those assigned to special classrooms.

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[5]Nancy W. Elliott, "The Efficacy of Mainstream Education for Exceptional Children," Dissertation Abstracts International, 37: 5034-A, 1977.

[6]Michael D. Brown, "An Investigation of Academic Achievement of Handicapped Children in Mainstream Education," Dissertation Abstracts International, 37: 2781-82A, 1976.

[7]George Calhoun and Raymond N. Elliott, "Self Concept and Academic Achievement of Educable Retarded and Emotionally Disturbed Pupils," Exceptional Children, March 1977, pp. 379-80.

K. H. Dunlop reported that

> . . . researchers have found that exceptional children in special classes do not accomplish their educational objectives at any better rate, and often have lower standards of academic achievement than do similar exceptional children in integrated classroom settings.[8]

Dunlop further reports research relative to student attitudes and indicates that "Others have found that children in segregated special classes have less favorable attitudes toward school than do equally exceptional children in integrated or mainstreamed classrooms."[9]

A study concerning self-esteem of retarded educable students was conducted by Katie M. Monroe in an attempt to examine the relationship between self-esteem of retarded educable children and their placement in integrated and segregated curriculum programs. The major conclusion of this study was that ". . . educable mentally retarded children in integrated classes have higher self-esteem than those in segregated classes."[10]

Opponents of the mainstreaming concept have argued that retarded educable students should be separated from students in regular classrooms because of negative teacher attitudes and because of disciplinary problems that arise among retarded educable students. Guerin and Szatlocky refuted this argument when they studied integration programs

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[8]K. H. Dunlop, "Mainstreaming: Valuing Diversity in Children," Young Children, May 1977, p. 28.

[9]Ibid.

[10]Katie M. Monroe, "Self-Esteem of Educable Mentally Retarded Students in Segregated and Integrated Classes," Dissertation Abstracts International, 36:788-A, 1975.

for the mildly retarded in eight California school districts. They indicated that they found a variety of program procedures for the integration of retarded educable youngsters and that most of the teaching staffs who were associated with these programs

> . . . approved of integration and were supported in their attitudes by both their central office and building administrators. The general behavior of the special pupils in these programs was nearly identical to that of their regular classmates, and, in fact, the more favorable behavior was found among those pupils housed in the regular classrooms for most of the school day.[11]

Ziegler and Hambleton[12] studied retarded youngsters who had been moved from a school for the retarded to a regular public school where they interacted with the regular school population on a daily basis, especially in nonacademic classroom situations. They concluded that placement of special classes in a regular school could be extremely effective in promoting interaction between the retarded and nonretarded students and was effective in providing a more normal environment for the retarded educable youngsters.

Staff Development

There is no doubt, when one analyzes experimental studies and examines other forms of literature on the subject of mainstreaming, that staff development programs for teachers is one of the important

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[11]Gilbert R. Guerin and Kathleen Szatlocky, "Integration Programs for the Mildly Retarded," Exceptional Children, November 1974, p. 179.

[12]Suzanne Ziegler and Donald Hambleton, "Integration of Young TMR Children into a Regular Elementary School," Exceptional Children, May 1976, pp. 459-460.

component parts of the integration process. Birch,[13] Harasymiw and Horne,[14] and Mitchell[15] all stress the need for re-educating classroom teachers to work with retarded educable and other handicapped youngsters in the regular classroom. They express concern for positive teacher attitudes when special needs children are integrated into regular classrooms, as well as for the effect that these attitudes have on the achievement and adjustment of handicapped and nonhandicapped students. DeLeo,[16] in his study of the attitudes of teachers and administrators toward the mainstreaming of students with special needs into regular classrooms, concluded that the regular classroom teacher had the least favorable attitude toward integration and needed more understanding of the integration process of placing children with special needs in the regular classroom.

After studying the changes needed for the implementation of mainstreaming into the schools of Massachusetts, Schorr concluded that administrators should assume the responsibility for providing staff development programs for the personnel involved in the integration process.

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[13]Jack W. Birch, Mainstreaming: Educable Mentally Retarded Children in Regular Classes, 1974.

[14]Stefan J. Harasymiw and Marcia D. Horne, "Integration of Handicapped Children: Its Effect on Teacher Attitudes," Education, Winter 1975, pp. 153-8.

[15]Marlys M. Mitchell, "Teacher Attitudes," High School Journal, April 1976, pp. 302-12.

[16]Anthony V. DeLeo, "The Attitudes of Public School Administrators and Teachers Toward the Integration of Children with Special Needs into Regular Education Programs," Dissertation Abstracts International, 37:915-16-A, 1976.

The author stated

> It was seen that the leaders of educational organizations can and should play a visible, active role in the fostering and facilitating of desired changes. In-service related to proposed change efforts was also reinforced as a necessary important part of a successful implementation process.[17]

Mandell refers to the importance of positive teacher attitudes in any successful mainstreaming program but indicates that there is little research on factors relating to these attitudes. He developed and tested a model of factors in his study and concluded that teacher attitudes "seem to be controlled within the administrative structure of most schools,"[18] and that teachers with less experience seem to view the process of mainstreaming more positively than teachers with more years of service. Nicholson also found that more experienced teachers appear to be less positive about the benefits to be derived from mainstreaming when compared with less experienced teachers. The author did conclude, however, that even though age and experience do affect the teacher's perceived need for staff development, "All teachers believe they need inservice education."[19]

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[17]Joel H. Schorr, "A Model for Intrasystemic Linkage for the Implementation of Mainstreaming," Dissertation Abstracts International, 37:1494-A, 1976.

[18]Colleen J. Mandell, "Factors Related to the Regular Teachers' Attitudes toward Mainstreaming Mildly Educationally Handicapped Children into the Regular Classroom," Dissertation Abstracts International, 37:7076-A, 1977.

[19]Barbara J. W. Nicholson, "Design for an Inservice Education Model for General Education and Special Education Elementary Teachers and an Assessment of Their Perceived Needs," Dissertation Abstracts International, 37:4101-A, 1977.

Before developing and implementing a program of staff development for the teachers involved in the mainstreaming program at West Philadelphia High School, this investigator researched the literature for suggestions relative to when the program should be offered, what type of format should be followed, and what content should be included in the sessions.

In Kupisch's[20] study relative to teachers' preferences of in-service training models on mainstreaming, the author found that teachers did not seem to prefer any particular in-service model but did indicate that they least wanted to participate in university courses. The teachers did indicate a preference for staff development programs that were conducted during the school day on released time from classrooms rather than after school, on weekends, or during the summer vacation.

In terms of who should conduct the staff development programs relative to mainstreaming and what kinds of programs should be offered, Anderson[21] found that administrators and teachers preferred a team approach using consultants with expertise in the process of integration and significantly preferred workshops with a combination of procedures and activities. In a similar study conducted by Nancy Gay, the author found no difference between an in-the-field method and a university

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[20]Arthur G. Kupisch, "Indiana Elementary Teachers' Preferences of In-Service Training Models on Mainstreaming," Dissertation Abstracts International, 36:6017-A, 1976.

[21]Robert D. Anderson, "A Staff Development Program for Mainstreaming Secondary Handicapped Students," Dissertation Abstracts International, 37:759-60-A, 1976.

classroom method when measuring effectiveness for increasing positive attitudes toward mainstreaming students. She did conclude, however, that "Instructor influence strengthened the effectiveness of both methods."[22]

Recent research has produced at least two studies relative to recommended content for staff development programs in mainstreaming. Martha Redden[23] identified specific teaching competencies perceived by regular classroom teachers as necessary when teaching in a mainstreaming program. The six major functions identified as necessary for mainstreaming competency were:

1. Developing orientation strategies
2. Determining needs and setting goals
3. Planning and implementing teaching strategies
4. Using resources
5. Facilitating learning
6. Evaluating learning

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[22]Nancy Gay, "Effects of Two Instructional Designs on Attitudes of Teachers toward Mainstreamed Exceptional Students," Dissertation Abstracts International, 37:4278-A, 1977.

[23]Martha R. Redden, "An Investigation of Mainstreaming Competencies of Regular Elementary Teachers," Dissertation Abstracts International, 37:3322-A, 1976.

A similar study was conducted by Johnson[24] in the Los Angeles City Unified School District when he surveyed the preferences and opinions of regular education teachers concerning the placement of educationally handicapped students in regular classrooms. Based on the findings of the study, the author recommended staff development programs which included the development of proper attitudes toward exceptional children, the development of behavior management techniques, and the presentation of educational methods and techniques for teaching exceptional learners. The author also recommended that teachers should be assisted, through staff development programs, in developing positive student socialization skills and increasing the amount of positive interaction with the regular school program while the students are engaging in the mainstreaming process.

Many articles can be found in recent literature indicating the importance of teacher attitudes when determining the effectiveness of mainstreaming programs. Most of the writers agree, also, that changing teacher attitudes is a difficult process and can be affected by many factors. These include the type of staff development programs offered, the kinds of problems presented by individual schools, the nature of the participants and the instructors, and the nature of the attitude changes desired. Some structured studies, however, conclude that staff development programs are effective and also do result in positive changes in teacher attitudes toward mainstreaming.

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[24]James E. Johnson, "Preferences and Opinions of Regular Education Teachers on the Placement of Educationally Handicapped Students in Regular School Programs," Dissertation Abstracts International, 37:5744-A, 1977.

For instance, Ingram,[25] Schorn,[26] Skrtic,[27] and Soloway all concluded that staff development programs for regular classroom teachers can have a positive effect on changing their attitudes about mainstreaming children with special needs. As an example of these findings, Soloway stated

> A discussion of these results concluded that a special education in-service training program can be effective in improving reactions and attitudes of regular classroom teachers related to integration of EMR and EH children into regular classrooms.[28]

Parental Involvement

Most of the literature relative to parental involvement in the mainstreaming process is based on the opinions of educators rather than on structured experimental studies. For instance, Dunlop[29] indicates that one of the characteristics of a successfully functioning mainstreamed

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[25]Sylvia H. Ingram, "An Assessment of Regular Classroom Teachers' Attitudes toward Exceptional Children Subsequent to Training in Mainstreaming," Dissertation Abstracts International, 37:1307-A, 1976.

[26]Frank R. Schorn, "A Study of an Inservice Practicum's Effects on Teachers' Attitudes about Mainstreaming," Dissertation Abstracts International, 37:5762-A, 1977.

[27]Thomas M. Skrtic, "The Influence of In-Service on the Attitudes and Behaviors of Regular Elementary Classroom Teachers toward Mainstreamed Learning Disabled Students," Dissertation Abstracts International, 37:7692-A, 1977.

[28]Michael M. Soloway, "The Development and Evaluation of a Special In-Service Training Program for Regular Classroom Teachers," Dissertation Abstracts International, 36:4425-A, 1976.

[29]Dunlop, "Mainstreaming: Valuing Diversity in Children," pp. 26-32.

classroom is the involvement of parents in classroom activities to the extent possible. The author feels that parents are rich resource persons, valuable aids to teachers, and excellent carriers of information about good school programs to the community at large. Similar suggestions concerning parental involvement and positive effect that this involvement can have on the educational achievement of retarded educable children is also expressed by Birch,[30] Pohl,[31] and Reynolds and Davis.[32]

William Lee Geiger, however, did conduct an experimental study with students from the Birmingham, Alabama, city school system in an attempt to compare parents' and teachers' assessments of mentally retarded students. According to Geiger

> The overall results of this investigation revealed substantial agreement among mothers', fathers', and teachers' perceptions of the abilities of TMR children and supported the possibility of parents and teachers working together constructively to plan effective educational programs.[33]

Another study, published in 1976, was conducted by Charlotte R. Bell. Bell investigated parental attitudes regarding the placement of children in special education programs, the extent of involvement of

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[30]Jack W. Birch, Mainstreaming: Educable Mentally Retarded Children in Regular Classes, (University of Minnesota: Leadership Training Institute, 1974).

[31]Rudolph Pohl, The Handbook of Special Education, (Old Saybrook, Connecticut: Institute for Learning, 1975).

[32]M. Reynolds and M. Davis, Exceptional Children in Regular Classrooms, (University of Minnesota: Department of Audio Visual, 1972).

[33]William L. Geiger, "A Comparison of Parents' and Teachers' Assessments of Trainable Mentally Retarded Students," Dissertation Abstracts International, 37:7683-A, 1977.

parents during the placement process, and the relationship between parental attitudes and involvement. Bell reported a positive correlation exceeding the .10 level of significance existing between parental attitudes and their perceived level of involvement. Bell stated, "In general, parents experiencing a significant measure of involvement exhibited more positive attitudes."[34] Recommendations of the study included the expansion of parental involvement in educational programs and expanding parental involvement in decisions regarding program placement.

The importance of improving parental attitudes through involvement in school programs and the establishment of better communication between the home and the school were emphasized by Judith G. Myers in her study. Myers examined the perceptions of parents regarding the placement of their children in special education programs. The author found that many parents had misconceptions concerning school programs and the reasons for educational decisions. In her summary of significant findings, she stated

> A significant number of parents of children in classes for the emotionally handicapped reported that their children had been referred to special education because of their behavior, that they felt doubts or mistrust of school personnel, and that they were generally dissatisfied with the testing and placement procedures.[35]

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[34]Charlotte R. Bell, "Parent Attitudes and Involvement in the Placement Process of Handicapped Students in Special Education Programs in the Aurora School District," Dissertation Abstracts International, 37:7067-A, 1977.

[35]Judith G. Myers, "Parents' Perceptions Regarding the Placement of Their Children in Special Education in Montgomery County, Maryland," Dissertation Abstracts International, 37:919-A, 1976.

One study by James investigated the effects a parent group education program in behavior management and communication skills had on underachieving, socially maladjusted students' academic achievement, personal and social adjustment, and absenteeism. The author concluded, "When students were measured on specific criteria that directly reflected the format of the parent program, significant changes in favor of students whose parents had participated occurred and these changes could be measured in the classroom."[36]

This investigator was able to locate a study by Hahn which related academic performance of learning disabled children to the involvement of parents in parental instruction programs. The results of the study indicated that the degree of parental involvement was a most important factor. The author stated, "When the parents were cooperative and expressed a genuine concern in their children's education there were beneficial results in the children's reading performance."[37] Hahn concluded by stating, "There was no significant difference between the structured or informal parent sessions. When the parents attended more than three sessions of either parent program, there was a significant mean gain in the reading achievement of the subjects."[38]

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[36]Richard K. James, "A Study of the Effects of Parent Participation in a Parent Group Education Program on Seventh and Eighth Grade Underachieving, Socially Maladjusted Students," Dissertation Abstracts International, 36:4263-A, 1976.

[37]Gerry E. Hahn, "A Comparison of the Academic Performance of Learning Disabled Children When Their Parents Participated in a Structured or Informal Parent Program," Dissertation Abstracts International, 36:818-A, 1975.

[38]Ibid.

The Resource Room

One of the strategies being used throughout the country to meet the needs, interests, and abilities of retarded educable students through the mainstreaming process is the provision of a well-staffed and well-equipped resource room. A review of related literature was undertaken by this investigator to determine if structured experimental studies had been conducted testing the effectiveness of this alternative. Studies were located which concluded that the resource room program was effective in helping youngsters improve their academic achievement, social adjustment, and self-concept.

Wagoner[39] compared a class of learning disabled youngsters who received mathematics instruction in a resource room by a learning disability specialist with three classes of similar youngsters who were taught by the same specialist or by regular classroom teachers in the regular classroom. Wagoner found that the class taught by the specialist in the resource room showed significantly more gains than any of the other experimental classes.

A study conducted by John S. Tardibuono was designed to evaluate the effectiveness of a resource room program on the academic achievement and social adjustment of students who were referred by their teachers for displaying academic and/or behavior deficiencies. Tardibuono

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[39]Eleanor M. Wagoner, "A Study of Roles and Effectiveness of Classroom Teachers and the Learning Disability Specialist in Resource Room and Regular Classroom Instruction for Students with Arithmetic Disabilities," Dissertation Abstracts International, 36:1443-44-A, 1975.

reported "Overall the Resource Room Program participants gained 6 months in Reading Recognition, 5 months in Reading Comprehension and 6 months in math compared to gains of two, one and two months in those same subject areas for the Control group."[40] The author continued, "Furthermore, the Experimental group showed a significant decrease in maladaptive behavior when compared to the Control group . . . ."[41]

Another study showing improvement in reading growth of handicapped children was conducted by Bergera in four schools in Provo, Utah. Bergera found that handicapped children who participated in the model resource room program achieved significantly higher reading scores than the youngsters who participated before the model was introduced. He also concluded

> Handicapped students from classrooms where the classroom teacher expressed a high level of commitment to the resource center program achieved significantly higher reading gains than handicapped students from classrooms where teachers expressed a lower level of commitment to the resource center program.[42]

In an attempt to determine the effect of the resource room program on the academic achievements of students, Wallace studied students in Albuquerque, New Mexico. He concluded that resource room personnel could be held accountable for accomplishing some positive results relative to academic achievement. He also concluded, "The

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[40]John S. Tardibuono, "Evaluation of a Resource Room," Dissertation Abstracts International, 37:899-A, 1976.

[41]Ibid.

[42]James G. Bergera, "A Study to Determine the Significance of a Resource Program Developed in Provo, Utah Has on the Reading Growth of Handicapped Students," Dissertation Abstracts International, 37:1894-A, 1976.

resource rooms seemed generally effective in instruction in reading, spelling, and arithmetic: they were most successful in reading; . . . ."[43]

Cheong conducted a comparative study of children in self-contained special education classrooms with children in special education resource rooms in terms of the relationship between self-concept and achievement. She found that a slight positive significant relationship existed between achievement and general self-concept in the resource room group and attributed this to the fact that the resource room group might have viewed themselves more positively because they were " . . . without the social stigma of being labeled."[44]

Summary

To summarize, then, the review of the related literature showed that there have been efforts to deal with the elements which are part of the solution of the mainstreaming problem, but that no single study was found which incorporated all of the elements which comprised the objectives of this practicum.

It is important to note, however, that since a major issue in education today is whether special education students should be mainstreamed in regular classrooms, a portion of the literature examined by

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[43]Gordon A. Wallace, "Demographic Characteristics and Academic Achievements of a Large Population of Exceptional Children in Resource Rooms," Dissertation Abstracts International, 37:6162-A, 1977.

[44]Lai Mooi Cheong, "A Comparative Study of Children in Self-Contained Special Education Classrooms with Children in Special Education Resource Rooms with Regard to the Relationship between Self-Concept and Achievement, Sex, Age, and Intelligence Quotient," Dissertation Abstracts International, 35:6540-A, 1975.

this researcher indicated that retarded educable children are able to function in mainstreamed settings as well as they can in special education classrooms. Other studies revealed that mainstreaming retarded educable youngsters into regular classrooms resulted in higher academic achievement, the development of wholesome attitudes, and the raising of self-esteem. There were no studies located which indicated that mainstreaming retarded educable students into regular classrooms had a negative effect on the regular students either academically or socially.

Research indicates that staff development programs for teachers is one of the important component parts of a successful mainstreaming program. Classroom teachers need to be re-educated to work with retarded educable students. Postive teacher attitudes need to be developed concerning the benefits to be derived from mainstreaming, behavioral management techniques need to be explored, and methods and techniques for teaching the retarded educable youngster need to be learned and practiced.

Findings from the research relative to parental involvement in mainstreaming programs support the practice of parents and teachers working together constructively in order to make the educational program more effective. When parents are involved in school programs, their attitudes seem to be more positive and wholesome. These positive attitudes are reflected in better student achievement, better personal and social adjustment, and less absenteeism.

Literature concerning the value of a well-staffed and well-equipped resource room indicated that the resource room program is

effective in helping youngsters improve their academic achievement, social adjustment, and self-concept.

It can be concluded from this review that a number of comprehensive studies need to be undertaken and reported to provide assistance for educational planners who will inevitably face the mainstreaming problem. Components of mainstreaming plans have been described, but the literature examined by this writer relative to complete mainstreaming programs was found to be based on the opinions of educators rather than on structured experimental studies.

The strategies described in the following chapter utilize the elements of mainstreaming programs summarized above and incorporate them where they seem to be applicable to West Philadelphia High School.

CHAPTER V

STRATEGIES FOR SOLVING THE PROBLEM

A review of the literature seems to indicate certain general characteristics that are found in most successful mainstreaming programs. For instance:

1. The retarded educable student is assigned to a regular class homeroom
2. All retarded educable students are mainstreamed into physical education, art, home economics, and shop classes
3. Some retarded educable students are mainstreamed into regular academic classes
4. A resource room or learning center is provided for small group instruction, individual help, testing, and special assignments
5. The regular class and resource room teacher work closely together and share responsibility for the retarded educable students' educational progress
6. A staff development program is provided in order to help teachers understand and cope with problems and responsibilities which are part of the inclusion process and to help teachers develop positive attitudes toward retarded educable students
7. An on-going program of parental involvement is provided in order to increase understandings, develop positive attitudes, and insure full parental participation in the mainstreaming process
8. Curriculum content is adapted and alternative units and appropriate instructional materials are provided in order to assist mainstreamed retarded educable students in meeting with success in basic skills

Based on the study of selected literature on mainstreaming and an assessment of the situation at West Philadelphia High School, the following strategies were planned for dealing with the problem of meeting the needs of retarded educable students.

All of the retarded educable students who were transferred to West Philadelphia High School as of September 1, 1975, were assigned to a self-contained cycle of classes composed of only retarded educable youngsters under the guidance of special education teachers. This assignment continued for one year.

An extensive study of each youngster was conducted during this first year in order to determine who could best function in a self-contained retarded educable classroom; in a "cycle" for retarded educable youngsters with three or four special education teachers; in a situation with partial mainstreaming in a few selected subject areas; or in a completely integrated situation in the mainstream of regular classes in the West Philadelphia High School.

The above-mentioned strategies were used as the means for dealing with the problem of orientation, identification, and selection in order to guarantee success through the mainstreaming process. A complete description relative to the implementation of these strategies may be found in the introductory report of this practicum, previously referred to as Phase One.[1]

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[1]Walter H. Scott, "The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students into Regular Classrooms in the Comprehensive High School: Phase I," (Introductory Report, Nova University, 1977).

Additional strategies were employed during the second year and are described in detail in this report and referred to as Phase Two.

In November 1976, an on-going staff development program was initiated for the teachers of the mainstreamed retarded educable youngsters. The purpose of the staff development sessions was to help the teachers understand and cope with problems and responsibilities which were part of the inclusion process, to help them better understand the kind of child a retarded educable student is, and to help them develop more positive attitudes toward retarded educable students.

During the first three months of the 1976-77 school year, the heads of all subject departments conducted meetings with the teachers in those departments, reviewed curriculum content, made adaptations, and provided alternative units and appropriate instructional materials so that all of the mainstreamed retarded educable students would have the opportunity to complete high school requirements for graduation.

At the beginning of the school year, the parents of all the retarded educable youngsters were encouraged to become involved in the mainstreaming program at West Philadelphia High School. Meetings were held, workshops were conducted, and parents were invited to become part of the various activities which took place during the year. The purposes for employing this strategy included increasing understandings, developing positive attitudes, and insuring complete parental participation in the mainstreaming process.

One of the alternative integration strategies which was planned to meet the needs, interests, and abilities of the retarded educable students was the provision of a well-equipped and well-staffed resource

room. The resource room program was designed to improve student behaviors associated with learning through the use of diagnostic-prescriptive teaching procedures. The program was also designed to assist teachers in evolving intervention strategies which could be used for instructional purposes on an individual or small-group basis in a regular classroom situation.

The above-mentioned strategies were implemented in executing the activities which took place during Phase Two, the second year of the practicum. The progress of each youngster was monitored carefully throughout the year. Evaluations were conducted and programs were changed, where needed, in the best interest of the individual student.

CHAPTER VI

STAFF DEVELOPMENT

Introduction

In November 1976, the principal initiated an on-going staff development program for the teachers of the mainstreamed retarded educable youngsters. The purpose of the staff development sessions was to help the teachers understand and cope with problems and responsibilities which were a part of the inclusion process, to help them better understand the kind of child a retarded educable student is, and to help them change their attitudes toward retarded educable students more positively. Valletutti has summarized the situation appropriately by stating:

> Segregation or integration is not the critical issue. The values and attitudes of teachers and their effect on the pupil's self-perception and performance are the key questions. Segregation without a program is just as destructive as integration without understanding. Returning to an educational system which ignores the promise and possibility of the special class would disregard the imperatives of educational history, which have mandated an alternative to wide-range heterogeneity.[1]

Applications for participating in the staff development program relative to mainstreaming were distributed to the staff of West Philadelphia High School. Those staff members wishing to attend returned their applications to the department head of special education.

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[1]Peter Valletutti, "Integration vs. Segregation," Journal of Special Education 3 (Winter 1969):407-408.

Thirty-one teachers submitted their applications and participated in the staff development sessions. The teachers represented different disciplines as indicated in Table 2.

Table 2

Staff Development Program Participants

Discipline	Number of Participants
English	11
Reading	6
Mathematics	7
Science	3
Vocational training	2
Business education	2

Eight one-and-one-half-hour sessions were conducted at West Philadelphia High School. The first session was held on Tuesday, November 1, 1976, with the remaining workshop sessions being conducted on seven successive Mondays.

The staff development consultants included the director, assistant director, and supervisor of special education for the School District of Philadelphia, the resource room coordinator, two teachers of special education, and a school psychologist. The principal and the department head of special education were involved in the planning sessions and the department head attended all of the staff development meetings as the designee of the principal.

Each of the participants was asked to complete a questionnaire in order that his/her interests and needs might be determined and used as the basis for planning the content of the sessions. The teachers expressed interest in the following topics:

1. Description of mainstreaming
2. Characteristics of retarded educable students
3. Classroom management techniques
4. Curricular adjustments for retarded educable students
5. Child-study evaluation team

Each participant in the staff development program was presented with a School District of Philadelphia Classroom Integration Inventory.[2] The purpose of the inventory was to determine attitudes of teachers toward the educational placement of students who present problems and was completed at the beginning of the first session.

Also during this first session, the thirty-one participants rated themselves on each of the twenty-four skills listed in the Multipurpose Scale, Form 414, School District of Philadelphia.[3] It was planned that this instrument would be completed at the end of the staff development program so that the participants would be able to evaluate growth in their competencies.

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[2]School District of Philadelphia, Classroom Integration Inventory, taken from Haring, Norris G., Stern, George C., and Cruickshank, William M., Attitudes of Educators toward Exceptional Children (Syracuse, Syracuse University Press, 1958).

[3]School District of Philadelphia, The Multipurpose Scale, Form 414 (Office of Research and Evaluation, Title One Evaluation Services, 1974).

Concept of Mainstreaming

Following the completion of the Classroom Integration Inventory, the participants and the consultants discussed the concept of mainstreaming. This was decided upon on the basis of the interest and needs questionnaire responses which helped to determine the content of the staff development sessions.

Teachers learned that the integration process received impetus from recent court decisions and also state and federal laws and regulations. Public Law 94-142 mandates that handicapped children are to be educated with children who are not handicapped unless "the nature or severity of the handicap is such that education in the regular classroom with the use of supplementary aids and service cannot be achieved satisfactorily . . . ."[4]

In essence, mainstreaming was defined as an educational option for handicapped youth which provides support to the handicapped student and his teacher while he pursues all or a majority of his education within a regular program with nonhandicapped students. The participants also discussed a recent definition proposed by Kaufman and others which provided the basis for an in-depth clarification of the needs assessment component of the mainstreaming process. Kaufman defines mainstreaming as follows:

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[4]Education for All Handicapped Children Act of 1975, Public Law 94-142, 94th Congress, S. 6, November 1975.

> Mainstreaming refers to the temporal, social, and instructional integration of eligible exceptional children with normal peers. It is based on an ongoing individually determined educational needs assessment, requiring clarification or responsibility for coordinated planning and programming by regular and special education administrative, instructional, and support personnel.[5]

It was noted that this definition contained three essential elements:

1. Integration
2. Individual needs assessment
3. Clarification of responsibility

It was further noted that, previously, definitions were more concerned with where a child was taught rather than what a child was taught. The Kaufman definition clarified this and revealed the complexity and multi-faceted dimensions of mainstreaming.

The participants and consultants then listed the basic components of what a good mainstreaming program should and should not include. This discussion was based on material provided by the Council for Exceptional Children concerning their conception of the integration process. The material stated that mainstreaming includes certain basic ideas that are characteristic of good mainstreaming programs. These are listed as follows:

- providing the most appropriate education for each child in the least restrictive setting
- looking at the educational needs of the children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted

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[5]M. J. Kaufman, J. Gottlieb, J. A. Agard, and M. B. Kukic, "Mainstreaming: Toward an Explanation of the Construct," Focus on Exceptional Children, May 1975, pp. 1-12.

- looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and material specialists, diagnosticians, itinerant teachers, and resource room teachers

- uniting the skills of general education and special education so that all children may have equal educational opportunity[6]

The statement continues by listing the following as procedures to be avoided when implementing successful mainstreaming programs:

- wholesale return of all exceptional children in special classes to regular class

- permitting children with special needs to remain in regular classrooms without the support services thay they need

- ignoring the need of some children for a more specialized program than can be provided in the general education program

- less costly than serving children in special self-contained classrooms[7]

The principal helped the teachers realize that there is no simple solution to the problems which are part of the integration process and offered the following suggestions in an attempt to assist teachers in diminishing the intensity of the problems that arise, and reaching solutions to those problems:

1. The regular classroom teacher should become cognizant of the characteristics of the retarded educable student

2. Additional sources of information relative to the retarded educable student would be provided and should be utilized by classroom teachers

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[6]Jerry Caster, "What is Mainstreaming?" Exceptional Children, November 1975, p. 174.

[7]Ibid.

3. Utilization of community resources should be a vital part of the program

4. Students in regular classes should learn about the retarded educable youngster since peer acceptance is crucial if mainstreaming is to succeed

Participants reported that this discussion relative to the concept of mainstreaming was helpful to them. It not only provided information which was basic to their understanding of what mainstreaming entailed, but also was instrumental in allaying their fears and changing their attitudes toward the integration process.

Characteristics of Retarded Educable Students

Students participating in mainstreaming activities in West Philadelphia High School during the previous year had been divided into two groups. The first group was composed of retarded educable students who had been integrated into a relatively few regular classrooms with continued supportive services available. The second group consisted of retarded educable students formally enrolled in special classes for whom mainstreaming activities had not yet been initiated.

The majority of regular classroom teachers had not had experiences with the retarded educable students. This lack of contact, in some cases, resulted in fear which led to resentment of the mainstreaming concept. Not only were more students being added to the schedule, but also they were unknown. Therefore, as part of the staff development sessions, characteristics of the retarded educable student and suggested methods of instruction were discussed.

Consultants helped teachers to understand that identification and problem diagnosis of the retarded educable youngster were not simple

and clear-cut processes. There are many unknowns in the entire process of measuring intelligence that limit the validity of testing and placement practices. However, there are certain basic concepts that teachers should attempt to understand and accept if they are going to participate successfully in the mainstreaming process.

For instance, it was stressed that a retarded educable student must be viewed first as a person who has the same needs, interests, drives, and feelings that all people share. The students with whom we are concerned possess all the problems and difficulties that are associated with their respective periods of development. They are additionally burdened with conditions which interfere with their successful school and life adjustment.

Many of the behaviors that characterize a retarded educable youth are often exhibited by all persons at one time or another. It was emphasized as part of the staff development program that the behaviors listed on the following pages do not always indicate that a youth possesses a handicap. A retarded educable student usually shows a pattern of many of the listed behaviors, however, in varying degrees of development.

During this session, the characteristics of retarded educable students which were examined by the participants included the following:

1. Intellectual development is usually slower than the normal rate
2. Generalizing concepts and abstractions presents difficulty
3. Language development and language usage are immature
4. Executing assigned activities presents difficulty
5. Orientation to new situations is difficult

6. A negative self-concept is often present
7. Immature behavior is often displayed

Classroom Management Techniques

Following the discussion of the usual characteristics of the retarded educable youngster, the participants and the consultants explored classroom management techniques which many teachers have found to be successful. Some of these techniques included the following:

1. Individualize activities
2. Utilize behavior modification principles and techniques
3. Utilize small-group instruction
4. Encourage peer tutoring
5. Provide clear, specific directions
6. Make assignments uncomplicated and easy to complete
7. Provide opportunities for individual students to contribute to class discussions
8. Arrange individual learning centers with multi-level materials in each classroom
9. Provide opportunities for manipulative activities including puzzles, dioramas, and mobiles
10. Provide carefully structured and organized worksheets and assignments

One of the consultants and a teacher who attended the staff development sessions collaborated in writing a paper entitled, "Helping Students Develop Desirable Classroom Behavior." This contribution was distributed to each of the participants and discussed in terms of using the technique described in the classroom. See Appendix A for a copy of the paper.

Included in the staff development program were a detailed discussion of the characteristics of retarded educable students and suggested related teaching methods that have proved to be successful. The consultants, special education teachers and department head, and the regular classroom teachers drew on their knowledge, past experience, and available literature and prepared the following two-column statement.

What Is the Student Like?	What Can We Do About It?
Confused because of change to regular classes with new teachers, new students, and different routines	Try to make student feel that he is a contributing member of the group, seat him near a friend, and help him in learning routines. Determine levels of achievement in basic skills to insure success.
Physically restless	Provide opportunity for purposeful physical movement. Arrange program so that work which demands concentration is followed by physical activity.
Short attention span	Change lesson frequently consistent with attention span. Utilize known interests in developing skill subjects. Use drill in a variety of situations.
Difficulty in working with abstractions	Encourage seeing, hearing, smelling, tasting, and kinesthetic experiences. Visit neighborhood resources. Use films, filmstrips, television, and radio programs to clarify concepts being developed.
Limited perceptual ability	Provide opportunities for students to utilize all the senses in relation to daily classroom activities. Develop a program of exercises and games which will build power of discrimination in visual, auditory, tactile, gustatory, and olfactory areas.

What Is the Student Like?	What Can We Do About It?
Limited vocabulary	Teach new words through actual association with objects and in common situations, clarifying meanings of words through first-hand experiences. Assist youngsters in expressing experiences and ideas in plain, clear language. Provide opportunity for students to talk informally about work in the classroom, how to make something, and/or preparing a report on a classroom activity. Permit students to use a tape recorder, record conversations, listen, evaluate, criticize, and correct difficulties.

At this point in the staff development program, a list of one thousand most commonly used words was distributed to the participants. This list was based on the word count listed by Thorndike and Lorge[8] and recommended for use by the teachers as a basis for vocabulary building. The Dolch[9] list of words comprising a basic sight vocabulary was also distributed to each teacher. The consultants indicated that this list has proved to be the most satisfactory list of sight words to be used with retarded educable students and recommended its use with the students at West Philadelphia High School.

The development of the two-column statement concerning characteristics of the retarded educable youngster and related teaching methods continued.

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[8]Edward L. Thorndike and Irving Lorge, The Teacher's Word Book of 30,000 Words (New York: Columbia University Press, 1944).

[9]B. R. Buckingham and E. W. Dolch, A Combined Word List (New York: Ginn, 1936), p. 184.

What Is the Student Like?	What Can We Do About It?
Limited ability to see relationships	Plan experiences which relate to previous learnings. Show how new learning relates to what was learned earlier.
Difficulty in working with numbers	Teach the vocabulary of time, measurement, size, and number processes. Provide oral work in problem solving related to familiar situations. Develop new concepts using familiar objects and materials. Utilize a variety of concrete materials.
Confused when presented with new and difficult problems.	Present work that is on the achievement level for each student. Arrange information to be learned in small, well-defined units. Allow time for understanding of each step before proceeding. Provide motivation and stimulation. Show appreciation and pleasure when students perform well.

One phase of the staff development program included an area on teacher assessment of pupil competencies and teacher self-assessment of attitudes toward the students based on the development of these competencies. Since teacher attitudes toward retarded educable students are an important part of developing student self-esteem, the consultants devised an exercise for participants to determine their attitudes toward slow-learning students. See Appendix B for a copy of the exercise used.

Curricular Adjustments for the Retarded Educable Student

As an introduction to exploring the curricular aspects of the staff development program, the consultants and participants discussed the importance of preparing instructional objectives. Time for practice

in writing instructional objectives was provided and the department head in special education prepared a synopsis of Robert Mager's book, Preparing Instructional Objectives.[10] The synopsis was distributed to each of the participants, the features of the article were discussed, and the participants practiced writing objectives.

The quality of lessons taught and the types of materials used are extremely important to the success of the retarded educable student in the classroom. The consultants and the regular classroom teachers, therefore, developed lessons which seemed to be appropriate. The three basic subjects on which most time was spent were English, reading, and mathematics. Most attention was devoted to reading since experience has shown that this subject presents the most difficulty to the retarded educable students.

The lessons developed in mathematics highlighted addition, subtraction, multiplication, and division, and included ideas from Project Information Exchange, a subdivision of the Office of Instructional Services, School District of Philadelphia. These lessons were unusual and many contained interesting suggested materials.

Another source of ideas for lessons in mathematics was Math Alive, also distributed by the Office of Instructional Services, School District of Philadelphia.[11]

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[10]Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962).

[11]School District of Philadelphia, Math Alive (Office of Instructional Services).

Materials to be used in the instruction of reading were also developed. It was suggested that constructing materials, similar to those found in standard achievement tests, could be of value. This was deemed worthwhile since the student would be tested in a similar way using similar materials. For the retarded educable student, this was of invaluable assistance. It not only prepared them intellectually, but also made them familiar with the testing format and lifted their spirits psychologically.

Students who are mainstreamed need to be familiar with the reading materials used in the regular classes. Also, the regular class students are able to profit from associating with the retarded educable students. So another phase of the staff development program included instructing the teachers in writing study guides for books that both groups of students could use.

Magazines, newspapers, and other reading materials were examined. Samples were obtained, notes were prepared, and teachers ordered those that they liked within budgetary restrictions.

Teacher and Pupil Evaluation

Evaluation serves many purposes. For example, evaluation gives the teacher an opportunity to check the success of programs and to plan next steps for pupils. It provides information needed to understand students in the classroom and helps in redirecting the thinking of the teacher relative to student abilities and needs. Evaluation also assists the teacher in revising teaching methods and classroom organization in an effort to make instruction more effective.

It was pointed out by the consultants in the staff development program that evaluation may take many forms but always should be a continuous, cumulative, and cooperative process. Teachers were also assisted in developing their own guidelines for evaluating their own performance. These guidelines included items such as the following:

1. How well have I planned each learning experience?
2. What different techniques have I used in developing each area of learning?
3. Have I used class activities to introduce and develop basic skills?
4. Have I provided for the use and extension of skills previously learned?
5. What new concepts have I introduced and developed?
6. Have I used a variety of materials at hand?
7. How does the appearance of my classroom reflect the activities being developed by the pupils?
8. What progress have I observed and recorded in pupil behavior, attitude, and knowledge?
9. How am I meeting individual differences?
10. Am I teaching at a level appropriate to the ability of my pupils?
11. How do my short-term and annual goals complement each individual pupil?

The teachers also developed guidelines for the evaluation of pupil progress and suggested that a study of pupil growth be conducted in the following areas:

1. Developing basic skills
2. Understanding concepts
3. Accepting responsibility

4. Promoting peer relationships
5. Developing positive attitudes
6. Practicing self-direction
7. Using leisure time
8. Applying new learnings
9. Developing new relationships
10. Responding properly
11. Practicing good habits
12. Respecting people
13. Adjusting to environment

The work of the Child Study Evaluation Team (CSET) is a primary facet of a successful program in mainstreaming. An explanation concerning the functions of the team was presented, discussed, and clarified by the consultants. Each teacher received a packet of materials describing the multi-disciplinary team approach and the responsibilities of team members. The packet also contained information relative to the policies and procedures which describe the Child Study Evaluation Team as it functions in the re-evaluation of all retarded educable students. The packet was provided by the Division of Special Education, School District of Philadelphia.

CHAPTER VII

CURRICULUM ADAPTATIONS

During the first three months of the 1976-77 school year, the heads of all subject departments conducted a minimum of six meetings with the teachers in those departments to review curriculum content, make adaptations, and provide alternative units and appropriate instructional materials so that all of the mainstreamed retarded educable students would have an opportunity to complete high school requirements for the various subjects. Invited to these meetings were consultants from the Division of Special Education, the Office of Instructional Services, and the Division of Research and Evaluation, School District of Philadelphia. Consultants from commercial book companies were also invited. The teachers of special education and the regular classroom teachers who attended the staff development sessions on mainstreaming served as resource personnel.

By the end of November 1976, the department heads submitted to the principal all of the curricular adaptations and alternative units that were recommended for the retarded educable students. The principal and the head of the special education department reviewed the materials, the principal's cabinet discussed the suggestions and offered constructive criticism, and the supervisor of special education, School District of Philadelphia, reviewed the materials and suggested additions and revisions.

As a result of these initial departmental meetings and the deliberations of the principal's cabinet, school-wide suggestions relative to working with retarded educable students were discussed with the entire staff at subsequent departmental meetings. These suggestions were offered in addition to the actual content adaptations which were made in each individual subject.

For instance, the following techniques were suggested to the entire faculty in order to assist the teachers in meeting the academic needs of retarded educable youngsters.

1. Utilize the resource room for cooperative planning and programming
2. Establish individual learning centers with multi-level materials in the classroom
3. Provide low level materials in your subject area
4. Provide opportunities for using manipulative materials, puzzles, dioramas, mobiles, and projects
5. Maintain carefully structured and organized worksheets and assignments

Also, classroom organizational and management techniques relating to meeting the needs of retarded educable students were suggested to the members of the staff. These suggestions included the following:

1. Individualize classroom assignments
2. Utilize behavior modification principles and techniques
3. Utilize small group instruction
4. Encourage peer tutoring
5. Provide clear, specific directions for completing assignments
6. Reduce assignments to simple, easy tasks that can be completed
7. Provide opportunities for the retarded educable students to contribute to class discussions

In addition to the aforementioned suggestions, the teachers received advice concerning instructional techniques that have proved successful when working with retarded educable students. These included the following and were based upon Robert's article in the December 1975 issue of Teacher: [1]

1. Use informal teacher-made tests to assess skills in various academic areas
2. Make certain that you have the results of previous diagnostic tests and educational recommendations
3. Confer with previous teachers
4. Establish short-term and long-range objectives that are attainable
5. Decide on the methods and materials that will help the youngster reach the objectives most easily
6. Modify and use the materials that you have or contact the resource room teacher for assistance
7. Keep careful records of pupil progress
8. Discuss questions and problems with the special education teachers, the resource room teacher, the department head of special education, or the principal

During the six departmental meetings, the teachers were helped to realize that the foregoing were general curricular adaptations. It was suggested that specific individual needs of students be discussed with the department head and teachers of special education since each general suggestion would often need special adjustments for individual students. It was also made clear that each student should attend the conference period. Here more individualized suggestions for instruction could be given.

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[1] Bonnie Roberts, "Making It into the Mainstream," Teacher, December 1975, pp. 37-39.

Professional tutoring by teachers of special education, regular teachers, and student peers, was also provided for those students with special needs who were recommended by their teachers. The students were tutored either in the classroom or in a room designated for tutoring. The students received this individualized help as long as it was deemed necessary. Students were also referred to the resource room for special assistance.

As was mentioned previously, the school-wide suggestions relative to working with retarded educable students were offered to the staff in addition to the actual content suggestions which were made in each individual subject. During the departmental meetings, the department heads, teachers, and consultants agreed on the following illustrative curricular adjustments.

For instance, the members of the English department agreed to procedures such as:

1. Rewriting certain sections of the books required for credit
2. Giving individualized assignments in book reporting
3. Making vocabulary lists and giving synonyms that make difficult words understandable in required reading
4. Substituting different books and giving students an opportunity to choose
5. Using adapted stories, articles, biographies, modern novels, and simplified classics
6. Having each student imitate and repeat the sounds of new words
7. Using pictures, postcards, and posters and having the students describe them orally and write about them
8. Assigning student writing relative to known subjects, such as neighborhood, the supermarket, the church, and recreational activities

9. Using the daily newspapers to teach locating information, new vocabulary, identifying the topic sentence, and determining the main idea

10. Reading and dramatizing short plays

11. Encouraging students to keep folders of the information gained, collect pictures, draw original pictures for illustrations, write short paragraphs, make various types of illustrative maps, and arrange and label displays

12. Providing a classroom library

The teachers and department coordinator of the reading department decided to implement the following procedures in all reading classes:

1. Developing interest through using the students' experiences

2. Using various types of questions as comprehension checks

3. Having the students develop and record experience stories

4. Teaching word recognition skills, developing phonetic and structural analysis clues, and teaching syllabication through the use of experience stories

5. Providing a wide variety of reading materials for oral reading and independent silent reading

Suggested curricular adaptations agreed to by the members of the mathematics department were as follows:

1. Teach on the level of each student

2. Administer pretests and posttests for diagnostic and evaluative purposes when teaching new concepts and procedures

3. Provide daily drills on fundamentals

4. Allow time for assimilating each step before going on to the next

5. Teach the practical applications of time, measurement, size, and number processes

6. Use familiar situations to teach problem solving

7. Teach the students how to write checks, compute weekly salary, perform other functional mathematical literary skills

8. Use puzzles and games to inspire interest

Suggested curricular adaptations were also made by the members of the science department. Some of these included the following:

1. Use as many concrete objects for explanation and understanding as possible
2. Use the kinesthetic method for teaching concepts and vocabulary
3. Have the students prepare graphs and charts
4. Encourage students to collect materials that relate to the topics
5. Help the students arrange and label specimens for display
6. Permit the students to draw pictures and prepare charts on the topics
7. Rewrite paragraphs in language that is understandable to the students when necessary
8. Visit community resources where the students may see examples of items taught

It was reported by the heads of the various subject departments, and also by the teachers of the mainstreamed retarded educable youngsters, that, in their estimation, the departmental meetings were valuable and the suggested curricular adaptations and instructional materials were highly effective in helping the students complete the high school requirements in the various subjects.

CHAPTER VIII

THE RESOURCE ROOM

Background

One of the alternative integration strategies which was planned to meet the needs, interests, and abilities of each retarded educable student, was the provision of a well-equipped and well-staffed resource room. The principal of the West Philadelphia High School provided this resource room for the students in November 1976. The resource room was staffed with a teacher and a teacher-aide who were to provide the special instruction needed by the retarded educable students for a portion of their school day.

The resource room provided a teaching and learning environment where students with special educational needs were instructed for a limited period of the school day. Resource room referral differed from special class placement in that the child spent a portion of the school day in a regular classroom and worked in the resource room on a part-time basis.

For students, the resource room program was designed to improve behaviors associated with learning through the use of diagnostic-prescriptive teaching procedures. For teachers, the resource room program was designed to help them evolve intervention strategies which could be utilized for instructional purposes on an individual or small-group basis

in a regular class situation. These intervention strategies evolved from both diagnostic evaluation and a period of carefully structured and monitored diagnostic-prescriptive teaching in the resource room. While the curriculum focused on the developmental aspects of language arts and arithmetic, the program encompassed all aspects of the educational, emotional, and social development of the student.

To accomplish the dual purpose of providing direct instructional services for the retarded educable students and supportive services to teachers of the students, the resource room personnel engaged in the following activities:

1. Providing educational testing and evaluation services for retarded educable students and developing new methods to meet the needs of these students
2. Monitoring the educational progress of the students evaluated and modifying the prescribed program when necessary
3. Developing, implementing, and extending individually prescribed educational programs
4. Assisting other school personnel in developing educational programs recommended by the teachers of the retarded educable students
5. Consulting with classroom teachers relative to the techniques, materials, and prescriptions developed with the assistance of the resource room staff
6. Establishing, through intensive evaluation, justification for the use of certain materials, techniques, and prescriptions with the retarded educable students
7. Consulting with parents and other concerned individuals in an attempt to foster better understanding of the dynamics of educational growth for the retarded educable students

The resource room program was designed to enhance the achievement and school adjustment of the retarded educable students by providing them with supportive special educational services while they attended regular

classes and participated in the mainstream of West Philadelphia High School. Language arts and instruction in mathematics were priority curricular concerns. Occasionally it was necessary to provide instruction in other academic areas or areas related to specific handicaps such as perceptual motor skills or personal interaction problems. However, a consistent effort was made to relate these activities to broader language arts and mathematical curriculum concerns. The resource room program included instruction for retarded educable students in those academic subjects where the best efforts of the regular classroom teachers had not produced sufficient or appropriate growth. Thus, the resource room did not serve all of the retarded educable students. A retarded educable student was referred to the resource room when there was a particular need for help in developing a program for the student in the regular classroom.

Referrals

Decisions concerning the referral of an individual student to be served by the resource room program were made through the small-team approach. Team members included the resource room teacher, the counselor, and the department head of the special education department. This group met four times during the year to review records of potential members of the resource room program and to decide which of the referred students were most in need of resource room assistance.

It was found that this team concept had several advantages. If the resource room teacher had been given sole responsibility for placement of students, he could have been accused of favoritism. This risk disappeared when the placement was decided by the team members.

The team decision also reduced the chance of inappropriate placement based on a single person's judgment. In addition, it eliminated the possibility of giving preference to students on the basis of parental or teacher pressure rather than on the basis of a student's own potential to benefit from the placement.

The team approach to placement decisions, however, was not extended into areas affecting the actual instructional program. Decisions involving the individual scheduling for each student were made by the resource room staff in conjunction with the referring teacher. Further, the participation of other professionals in decisions regarding specific areas of instruction and readiness for discharge from the program was encouraged continually.

The referral process was initiated by having the resource room staff send a referral form to each teacher. See Appendix C for a copy of this initial referral form. When staff members wished to recommend a student for the resource room program, they completed the referral form and returned it to the resource room staff. Each referral was considered by the team members and students were selected for the resource room program.

After the selection of the students to be served in the resource room program was completed, the teachers of each youngster received a letter notifying them of the selection. This was done in an effort to establish communication among the classroom teachers and the resource room staff. Each adviser was then given a letter requesting that the appointment slip to the resource room be handed to the student. Teachers

were also given a letter indicating the day and the period or periods when the student would be attending the resource room.

When a student was considered to be eligible for resource room assistance, a conference was arranged with the parents of the student to discuss the youngster's needs and the nature of the resource room program. During this meeting, information was shared concerning the importance of teamwork involving the parents, classroom teacher, counselor, and the resource room staff. It was emphasized that coordination among the members of this group was basic to the success of the program being implemented in the resource room. Another essential feature of this conference was the obtaining of parental permission for resource room placement in accordance with the provisions of Public Law 94-142.

Program Characteristics

The resource room was situated in a large, cheerful classroom with running water and ample space for individual and small group instruction and student activities. A variety of teaching materials were available in order to meet the various needs, interests, and abilities of the students assigned.

The students who were referred to the resource room had previously experienced difficulty in learning and many of them had also experienced difficulty in other areas of school adjustment. In addition to the problems that they had encountered in learning to read, write, spell, and compute, many of the students were either timid and withdrawing or they were overly active and disruptive. Thus, while some students needed support only in academic areas, others required assistance in adjusting to the classroom in other ways.

In order for the resource room staff to evaluate each student properly and obtain information that would assist in planning an effective educational program, it was necessary to use instruments that would provide information relative to self-concepts, academic achievement, and student behavior. The instruments used were The Multipurpose Scale, Form 414, The School District of Philadelphia,[1] and the Peabody Individual Achievement Test.[2]

Many students who experience difficulty in adjusting to classroom routines and the behavior expectations of their teachers were assisted in adjusting through the use of behavior checklists. Based on the concept of positive reinforcement of desirable behavior, the checklist procedure focused both the teacher's and the student's attention on the positive aspects of student behavior. See Appendix D for a sample of the checklist used.

The behaviors listed were those which were considered necessary and appropriate for successful classroom participation. The behaviors were realistic and readily attainable by the particular youngster.

The implementation of this procedure consisted of having the teachers involved with the targeted student place checkmarks in the appropriate space on the checklist when the desired behavior was observed.

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[1]School District of Philadelphia, The Multipurpose Scale, Form 414 (Office of Research and Evaluation, Title One Evaluation Services, 1974).

[2]Lloyd M. Dunn and Frederick C. Markwardt, Jr., Peabody Individual Achievement Test (Circle Pines, Minn.: American Guidance Service, Inc., 1970).

The resource room staff collected the checklists, tallied the checkmarks, and discussed the checks with the particular student. The number of earned checkmarks was placed upon a chart and the student could then see the improvements in his behavior as perceived by his teachers.

The student-teacher attendance ratio in the resource room was determined by calculating an average daily attendance figure which allowed for flexibility in scheduling and grouping. Thus, the resource room staff could provide instruction for six students during one period and two students during another. The amount of time that the individual student attended the resource room depended upon his needs. Usually a student did not attend the resource room for more than three periods for any one subject during the week.

Testing was an integral part of the resource room program. A wide range of tests was used prior to and after intervention in order to assess the specific needs of the students and to determine their developmental level in curricular areas. In addition to the tests already mentioned in this report, the following ones were used:

1. Key Math Diagnostic Arithmetic Test[3]
2. Woodcock Reading Mastery Tests, Form A[4]

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[3]Austin J. Connolly, William Nachtman, and E. Milo Pritchett, Key Math Diagnostic Arithmetic Test (Circle Pines, Minnesota: American Guidance Service, Inc., 1976).

[4]Richard W. Woodcock, Woodcock Reading Mastery Tests (Circle Pines, Minnesota: American Guidance Service, Inc., 1973).

3. Phonics Inventory, Form 1[5]

4. Informal Reading Inventory, Temple University Reading Clinic[6]

5. Wide Range Achievement Test[7]

6. Detroit Tests of Learning Aptitude[8]

7. Goodenough-Harris Drawing Test[9]

The results of these tests were maintained in the department head's office and also in the resource room for the inspection of the student, the counselor, the psychologist, the teacher, and the parents.

Students were rostered to the resource room for specific instruction in language arts and/or mathematics. The specific area of instruction was determined on the basis of individual need. An attempt was made to include as much of the content of the regular classroom as was feasible. The students were excused from their regular class for a specific period or periods of the day for a minimum of ten weeks.

Students were referred to the resource room from regular classes and special education classes. Those referred from the regular classes usually had been experiencing difficulty in learning or adjustment to

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[5]School District of Philadelphia, Phonics Inventory, Form I (Office of Instructional Services).

[6]Temple University, Informal Reading Inventory (Philadelphia: Department of Psychology, Reading Clinic).

[7]J. F. Jastak, S. W. Bijoo, and S. R. Jastak, Wide Range Achievement Test (Wilmington, Dela.: Guidance Associates of Delaware, Inc., 1965).

[8]Harry J. Baker and Bernice Leland, Detroit Tests of Learning Aptitude (Indianapolis: Bobbs-Merrill Company, 1959).

[9]Florence L. Goodenough and Dale B. Harris, Goodenough-Harris Drawing Test (New York: Harcourt, Brace and World, Inc., 1963).

such an extent that they were unable to benefit from continued placement in a regular classroom without special help. Students who were referred from the special education classes were usually in need of more individualized assistance than it was possible to give them in a classroom setting. With the support of the resource room program, these students were sometimes successfully re-integrated into the mainstream of classes on a full-time basis.

For each student who attended the resource room, an individualized teaching program was developed. This individualized program specified the objectives and activities that were to be used. Appendix E illustrates the resource room prescriptive planner that was used with each youngster on a monthly basis.

Individual student diagnostic and instructional folders were maintained and updated to help insure the implementation of a diagnostic-prescriptive approach to instruction and also to maintain a record of student accomplishments. Grades were cooperatively determined by the referring teacher and the resource room teacher for each report card period.

Psychiatric evaluations were also performed for the youngsters assigned to the resource room. This procedure was followed so that compliance with Pennsylvania State Standards and Public Law 94-142 would be maintained.

The resource room program offered both intensive and comprehensive support to the student with an educational handicap. It provided intensive support by focusing attention on the student's weaknesses in an individual or small group learning situation. Comprehensive support was provided

through involving the student's parents, classroom teachers, and other professionals concerned with the student's total program.

Through the resource room program it was possible to accomplish the following:

1. Provide assessment of a student's academic achievement level
2. Determine general and specific academic strengths and weaknesses
3. Interpret the student's cumulative record data
4. Identify available materials for use by the referring teacher
5. Demonstrate instructional materials and procedures that might be used in the implementation of learning prescriptions
6. Assist in developing learning centers within classrooms in order to permit students to work independently or with minimal instructional attention
7. Explore the use of classroom management techniques with the referring teacher
8. Involve the parents of referred students in maintaining the prescribed educational program in the home
9. Coordinate available pupil services
10. Monitor the student's progress on a regular basis

The resource room teacher and the classroom teachers met frequently to discuss the educational program and the general progress of students. Because the resource room teacher and the classroom teachers worked with the students in helping them learn the same academic subjects, it became imperative that the teachers work together as a team.

The parents were part of this team to the extent that they worked with the student and the teachers toward meeting the goals and objectives that had been formulated for the student. The parents shared some of the

actual teaching activities through tutoring their students at home. Their knowledge of the student's special interests and attitudes was valuable to the teachers in planning a program customized to the student's needs.

Whatever the degree of active participation by the parents might have been, their involvement was continual. Frequent contacts among parents and teachers were encouraged at all stages of the student's individualized program. Teachers reported that they believed parents helped considerably in making the difference between failure and success.

The diagnostic-prescriptive approach to instruction was utilized in the resource room. As its name implies, this procedure utilized test results from a diagnostic evaluation as well as all other available sources of information for the development and modification of educational programs for the retarded educable students with learning difficulties. The approach attempted to determine both the educational relevance of the student's disability and the specific teaching procedures that would yield desirable changes in academic progress, emotional development, and social adjustment.

The following steps summarize the diagnostic-prescriptive model that was used by the professionals involved in the resource room program:

1. Obtaining identifying data and verifying student's eligibility for resource room service
2. Determining the student's developmental level in curricular areas of concern
3. Determining student's strengths and weaknesses within these curricular areas

4. Determining student's modality and reinforcement preferences, learning style, and level of interaction needed

5. Identifying learning objectives and administering objective referenced measures

6. Identifying the prescription including the environment, the materials, and the methods to be used

7. Coordinating and monitoring the implementation of the prescription

8. Re-administering objective referenced measures and altering prescription as needed

9. Determining the student's developmental level in curricular areas of concern after intervention

Materials

The learning materials and instructional aids utilized in the resource room varied according to the identified learning strengths and weaknesses of the selected students. The implementation of the personalized educational prescriptions required an extensive and diversified supply of learning materials representing different areas and levels of behavioral skills and academic skills.

Students referred to the resource room had already experienced failure with the abstract, verbally-oriented nature of the regular classroom and they did not need a similar version of the same experiences as remedial treatment. It is accepted in educational circles that students who have experienced problems in learning, learn and behave more successfully when they are taught with multi-sensory, manipulative, and varied learning materials that provide success experiences. These materials have been described as "didactic" in that the child's directed manipulation of the materials resulted in the child learning abstract principles.

As many of the students referred to the resource room had problems in the readiness areas of learning that prevented their benefitting from direct academic instruction, the learning materials assisted in the development of these prerequisite skills. Didactic materials which required the student to attend and concentrate in order to complete a task, appeared to help the student develop a set of behaviors which were later needed to read, write, spell, and to compute successfully.

Learning materials were needed to provide prescriptive programming in the wide range of developmental skills in areas including gross and fine motor skills, visual-motor coordination, auditory-visual perception, language and conceptual development, ego and social development, and academic development.

Efficiently matching students to prescribed learning tasks required a non-traditional classroom arrangement. Developing skill areas and activity centers in the resource room was an effective technique that was used. This was accomplished by clustering desks, tables, and shelves around the room and arranging materials according to the developmental or academic skill areas emphasized in the program. This arrangement became especially useful when consulting with teachers concerning what types of further activities referred students should be working on in the classroom. It also helped teachers see the different developmental areas that students needed training in to improve their learning and adjustment abilities.

Representative materials are listed below as examples of what was available in the resource room. The list is not meant to be comprehensive.

1. General motor skill materials

    a. Obstacle course equipment
    b. Marching and rhythm records
    c. Jumping ropes
    d. Bean bags

2. Fine motor skill materials

    a. Puzzles
    b. Jacks
    c. Clay
    d. Beads and blocks

3. Visual-motor integration materials

    a. Pencil mazes
    b. Tracing materials
    c. Beads
    d. Puzzles

4. Auditory perception materials

    a. Story records
    b. Dictation materials
    c. Musical toys
    d. Familiar sound recordings

5. Visual perception materials

    a. Puzzles
    b. Parketry blocks
    c. Peg boards
    d. Matching and discrimination cards

6. Language and conceptual development materials

    a. Sequential story cards
    b. Objects for sorting and classifying
    c. Puppets
    d. Matching and association cards

7. Ego and social development materials

    a. Dress-up dolls
    b. Story books
    c. Flannel board
    d. Home and family kits

CHAPTER IX

INDIVIDUALIZED EDUCATION PRESCRIPTION

Chapter X is devoted to a description of the program of parental involvement which was provided for the parents of the mainstreamed retarded educable youngsters. A portion of this program included the dissemination of the types of information parents would need and a description of the role parents would play in the actual development of the individualized education prescription. This chapter presents an explanatory background of the prescription and the steps followed at West Philadelphia High School in order to insure the proper participation of the teachers, parents, and others in the writing of the individual prescriptions.

Background

The enactment of Public Law 94-142, The Education for All Handicapped Children Act, on November 29, 1975, has produced changes in the educational programs for all retarded educable youngsters. A written individualized education program, which must be developed for each child by educators in a planning conference with parents, is an example of these changes.

For years, educators, psychologists, physicians, and parents have observed that each child possesses some individual characteristics

that are unlike those of any other child. John Dewey, in developing his philosophy of American education, spoke of each child as "equally an individual and entitled to equal opportunity of development of his own capacities, be they large or small in range . . . each has needs of his own, as significant to him as those of others are to them."[1] An acceptance of this philosophy has convinced educators of the desirability of developing programs to meet individual needs of youngsters. It has been the recognition of these differences that has established the foundation for the field of special education. This philosophy is stated in The Education for All Handicapped Children Act where special education is defined as "specially designed instruction at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions."[2]

Public Law 94-142 issues the national mandate of providing each handicapped child, who is in need of special education and related services, with a written individualized education prescription. The phrase "individualized education prescription" conveys important concepts that should be defined. "Individualized" means that the program must be addressed to the educational needs of a single child rather than a class or group of children. "Education" means that the program is

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[1]G. L. Abernathy, The Idea of Equality (Richmond, Virginia: John Knox Press, 1959), p. 94.

[2]Education for all Handicapped Children Act of 1975, p. 3.

limited to those elements of the child's learning that are specifically special education and related services. "Prescription" means that a statement of what will actually be provided for the child must be presented.

According to the Act, the individualized education prescription must include the following:[3]

1. A written statement of the student's present levels of educational performance
2. A statement of annual goals reflecting the student's present levels of educational performance and specifying the behavior to be achieved through the individualized education prescription
3. A list of short-term objectives which serve as the steps in achieving each annual goal
4. A statement of appropriate objective criteria, evaluation procedures, and schedules for determining whether the instructional objectives are being achieved
5. A statement of the extent to which the student will be able to participate in a regular educational program
6. A description of all special education and related services required to meet the student's needs, any special instructional media and materials to be provided, and the type of physical education program in which the student will participate
7. The projected date for beginning the program and the anticipated duration of these services

Writing an Individualized Education Prescription

Writing an individualized education prescription was a three-step process in this practicum. The three steps included:

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[3]Ibid, p. 4.

1. Establishing where the student was educationally by determining his present levels of educational performance

2. Identifying how much and what one could reasonably expect the youngster to learn by the end of the year

3. Determining the steps to be taken in achieving annual goals and the means used to measure progress

See Appendix F for a copy of Form S953, Individualized Education Program.

Determining present educational levels. Before establishing goals for the students, the teachers had to determine what the students knew and what needed to be learned. Establishing the present levels of educational performance involved collecting, surveying, and utilizing all available information about the student. This included collecting information from test data and noting student strengths and weaknesses in various curricular areas.

The teachers surveyed available information by studying the school records of the students. These included the following:

1. Psychological reports
2. Medical reports
3. Developmental, social, and educational histories
4. Speech and language evaluations
5. Reports of reading specialists and previous teachers

Resource persons were also asked to assist in determining present educational levels. These resource persons included the following:

1. Previous teachers
2. Educational specialists
3. Parents and guardians

4. Administrators
5. Counselors
6. Psychologists and psychiatrists
7. Home and school visitors and school-community coordinators
8. Social workers
9. Medical personnel including the school nurse

The school records offered insight into the student's academic strengths and weaknesses and suggested directions for placement and programming. Information from the resource persons supplemented the data collected from the school records and helped in clarifying the student's past educational and social problems.

Additional information concerning present educational levels was gathered through the use of a variety of methods such as the following:

1. Standardized test results
2. General achievement test results
3. Diagnostic test results
4. Informal test results
5. Criterion-referenced test results
6. Diagnostic teaching techniques
7. Systematic observation by the teacher

Establishing annual goals. The annual goals were written statements of what the student was expected to learn as a result of the educational program. The annual goals were the targets toward which the student's learning program was directed. Since the goals reflected

growth which took place o[illegible]ourse of the entire academic year, they were written in general terms but included enough specific information to focus on individual instructional needs.

In order to determine the annual goals, the prescription planner (teacher) had to ascertain the student's present efficiency in appropriate instructional areas and determine what content and which skills were to be emphasized in his future program. To write annual goals for each instructional area, the teacher used curricular sequences, developmental theory, and educated and reasonable logic.

In deciding upon the scope of the annual goals, the program planner carefully considered many factors, including the severity of the student's retardation, special abilities, past rate of learning, behavioral factors, and the student's inclination to cooperate in the planning program.

Determining short-term objectives. Short-term objectives were derived from the annual goals in each instructional area. These objectives represented smaller and more manageable learning tasks which the student could master on the way to achieving the more general and complex annual goals. They enabled the teacher and others to focus on the student's progress as learning took place.

Unlike annual goals, which represented global changes in the student's knowledge, skills, and attitudes, the short-term objectives delineated specific units of learning. While the annual goals took a year or more to achieve, short-term objectives were measured in a relatively short period of time. Depending on the student's learning characteristics and the specificity with which the objectives were stated, a

short-term objective was measured in from one or two instructional sessions to several weeks. The teacher designated short-term objectives for each annual goal, and these objectives ranged from very specific to more general statements depending on the student's needs.

See Appendix G for sample annual goals and related short-term objectives.

Conducting Workshops and Conferences

The regulations for the implementation of Public Law 94-142 stipulate that participants must attend a planning conference scheduled at a time and place convenient to all parties. In this practicum, the participants included:

1. The parent, guardian or surrogate parent, and, when appropriate, the student
2. The teacher who was responsible for the student's program
3. The department head of special education who was qualified to supervise instruction designed to meet the special needs of the retarded educable student
4. The guidance counselor
5. The psychologist who conducted the psychological evaluation
6. Any other person that the student, parent, or guardian or surrogate parent wished to invite

The federal law clearly stipulates that the child and parent have rights, and the law is structured in such a way as to guarantee those rights. Therefore, the superintendent of schools, through the West Philadelphia High School, sent an initial letter to the parents apprising them of the individualized education program and also for the purpose of having them arrange a time for participating in the development of the individualized education program.

After the letters were sent home to the parents, an individualized education program planning schedule was arranged and another letter was sent to the parents requesting that they attend a two-day workshop for information and instructions concerning the individualized education program. See Appendix H for a copy of the invitation to parents.

The school-community coordinator visited the homes of the parents to encourage them to participate and to determine at which time they would attend. Fifty-two parents attended the two-day workshop, nineteen in the morning and thirty-three in the evening.

During the first workshop session, the role of the parents as participants in the individualized education conference was discussed. The parents were helped to understand that they had full status at the meeting and they would be communicated with and related to in a manner that denoted this complete status. Parents were reminded of their responsibility to communicate openly and honestly with the prescription conference team, accurately describing their child's behavior. The parents were also informed of other specific functions they should perform for their child, such as, asking questions concerning why this procedure was necessary, how it was to be accomplished, and why particular procedures were selected over other possible choices. Also, parents were helped to understand that they should act as the advocate for the child and challenge other members of the prescription team if there were aspects presented within the individualized education prescription that were not desirable to them.

During the second workshop session, the forms that are a part of the individualized education prescription were presented and explained

to the parents. The forms included the following and can be seen by referring to Appendix I through Appendix M.

1. Request for Permission to Evaluate
2. Due Process Notice
3. Individualized Education Prescription
4. Program Planning Conference Response
5. Letter to Request Participation in IEP Plan Changes

The school-community coordinator visited the homes of the parents who did not attend the two-day workshop. Pertinent information was made available to them and they were asked to call the department head's office and arrange for an individualized education program conference. For parents who did not request an individualized education program conference, the completed individualized education program plan was mailed to them. They were requested to return the form within ten days indicating approval or disapproval.

Teachers also attended the parental workshops. This provided another opportunity for teachers and parents to become better acquainted and more effective as working team members. It was important for the parents to realize that the teacher did not bear the entire responsibility for the preparation and implementation of the individualized education prescription. It was important for the teachers to realize that the responsibility for decisions had to be shared by all persons involved in writing the prescription.

Staff Development Program

The teachers played an active role in the development of the individualized education prescription for each student. The teachers involved proved that they could adequately plan and implement the student's prescription. Also, the teachers involved were able to identify and strengthen the link between the regular classroom teacher and the special education teachers.

Two staff development sessions were conducted for the regular class teachers and the special education teachers on November 10, 1976, and November 15, 1976. Each session was of two hours duration and provided opportunity to discuss the teacher's role in the development of the individualized education prescription. A diagnostician from the Division of Special Education, School District of Philadelphia, was assigned to conduct the staff development sessions.

The staff development sessions included information for teachers relating to the following topics:

1. Interaction with parents
2. Preparation for writing
3. Production of the prescription
4. Implementation

Interaction with parents. The teacher has the advantage of establishing a common basis for understanding with the child's parents. The teacher is the contact person and must help solve communication problems. As the person most responsible for the child's educational program, the teacher must establish and maintain positive contact with the home. A good working relationship, developed between the teacher

and the family, will be beneficial to the student. Teachers should be prepared to execute their duties and responsibilities regarding the development and implementation of the individualized education prescription.

The teachers should speak in language that the parents understand rather than using professional jargon. The teachers should remember that they are a part of a team contributing to the development of a prescription for a child. The teachers are obligated to realize the equal status that is to be shared by parents and teachers. They should communicate their professional skills to parents and not become defensive.

The teachers should assume responsibility for explaining the various classroom techniques that will be used to meet the goals and objectives, the use of materials, and reasons for selecting one educational strategy instead of others. The teachers are responsible for responding to questions the parents might have concerning actions that take place in the classroom.

The above-mentioned topics and ideas were discussed with the teachers during the staff development sessions. Role playing was used to insure understanding on the part of the teachers as well as following each session with a question and answer period.

Preparation for writing. In order to prepare the teachers for the actual writing of the prescription, the staff development leaders made it clear that it is the responsibility of the teacher to provide the bulk of the information that will be used to develop the student's individualized education prescription.

The teacher confers with the parents, reviews all existing educational records, and performs informal diagnostic assessments in the various curricular areas. The teacher talks with the student about his past and current learning problems and considers his social adjustment.

When considering school performance, the teacher documents the student's learning style, attendance patterns, and disciplinary problems. If possible, the teacher documents how the student relates to peers and authority figures. The teacher also notes any discrepancies between test performance and actual performance in the classroom and at home.

Extensive instructions for completing the individualized education prescription were provided for each teacher so that there would be no unanswered questions concerning the completion of items relating to the following:

1. Demographic data
2. Reason for assignment
3. Person responsible for the program
4. Assessment procedures
5. Curricular area measured
6. Description of present educational levels
7. Prescription planner
8. Special instructional areas
9. Annual goals
10. Short-term objectives
11. Assessment procedures

In addition, each teacher was presented with prepared aids for the actual writing of the individualized education prescriptions. These included information relative to mathematics levels, sequential skills outlines, reading level skills, basic language abilities, and samples of annual goals and short term objectives.

The re-evaluation of students was also discussed with the teachers. It was explained that this re-evaluation is conducted once each year in the spring for each student who has an individualized education prescription. As with the writing of the prescription, the parents are involved in the re-evaluation and must certify that they have read and agree with the re-evaluation.

Finally, guidelines for writing behavioral objectives based on Mager's suggestions were presented, discussed, and practiced.[4]

Production of the prescription. This relates to the team meeting, at which time the actual individualized education prescription is formalized. Teachers were helped to understand that, at this stage of the process, they should present the procedures that will be followed in working with present performance level information and what will be done to reach the annual goals. Again, teachers had to realize that parental approval had to be obtained before the prescription could be implemented.

Implementation. It was explained to the teachers that, at this phase of the process, the individualized education prescription should

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[4]Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon, 1962).

have been approved by all concerned and the task of working with the student toward realization of the short-term objectives and the annual goals should be ready for implementation. In the classroom, the teacher implements the teaching strategies that will enable the student to master the skills outlined in the prescription.

Clear documentation of the student's attainment of short-term objectives leading to a realization of the annual goals is a responsibility of the teacher also. Teachers were helped to realize that this information formed the basis of an annual re-evaluation and, if appropriate, the design of a revised individualized education prescription for the next school year.

Thirty-one teachers participated in the staff development program for the preparation of the individualized education prescription. At the end of January 1977, the principal was presented with an individual education prescription for each of the seventy-five retarded educable students in the program.

CHAPTER X

PARENTAL INVOLVEMENT

Parents are an integral part of most successful school programs. It was for this reason that the parents of all retarded educable students were encouraged to become involved in the mainstreaming program at West Philadelphia High School. Some parents were aware of and had some understanding of the educational problems associated with a learning handicap. Other parents did not have this understanding and it was of importance that they be informed and informed properly.

Involving parents of the retarded educable can have extensive educational effects. Parental attitudes and values influence children. Therefore, as parents of non-retarded educable children begin to understand the special needs as well as the remarkable strengths of the retarded educable, so will their children. Parents of the retarded educable who observe their children in a mainstream setting with regular children should gain understandings and attitudes which assist their children in participating more fully in the mainstream experience. Parents of regular children also can have a similar effect on their youngsters.

Misconceptions and a lack of understanding often cause the parents of regular students to resist enrollment of their youngsters with the retarded educable students in the regular classroom. Some even concluded

that the presence of the retarded educable student interferes with the learning of the regular student. Some parents of the retarded educable, on the other hand, are often concerned that their children will not succeed in the regular classroom or will be rejected.

In order to dispel these misconceptions and fears, and to increase understandings and appreciations, the principal of West Philadelphia High School provided the leadership in developing a program of parental involvement for the parents of the retarded educable youngsters.

Guidelines were developed by the head of the special education department, the teachers, and consultants in order to insure the success of the parental involvement program. The following are illustrative of these procedures:

1. Plan activities that parents understand
2. Provide parents with special knowledge relative to meeting the varied needs of the students
3. Think of parents as teaching resources who can enhance the educational program by contributing knowledge and insight concerning their children
4. Involve parents in the preparation of attainable goals for their children
5. Explain evaluation procedures and encourage parental participation in decision making
6. Encourage parents to participate in classroom activities
7. Provide opportunities for the parents of the retarded educable and the parents of the regular children to work together

The school-community coordinator visited the homes of each of the retarded educable students. These casual but sincere visits re-established the confidence that the parents had gained during the previous

year's efforts. The school-community coordinator established rapport with the children and parents that were visited and provided them with a special school contact.

Cluster meetings were arranged by the school-community coordinator in the various neighborhoods where the students lived. The meetings were conducted in the homes of the parents. Parents who lived in the particular neighborhoods were invited to the meetings. Discussions were continued and questions raised during the workshop sessions were explored. New and pertinent information was given; problems were discussed; refreshments were served. The department head of special education and interested teachers attended the cluster meetings.

At one of the meetings, a letter from the superintendent of schools concerning the individualized education program was discussed and a copy of the section of Public Law 94-142 concerning the individualized education program was used as reference material.

At another meeting, the types of information the parents would need in order to assist in the development of their child's individualized program were reviewed. Questions such as the following were suggested to help the parents organize their thoughts:

1. Do I have any records from my child's doctor that will add any additional information?
2. Have I listed any personal observations that reinforce or disprove the possibility of a handicap?
3. Have all test scores been recorded?
4. What questions have I forgotten to ask at previous meetings or discussions?
5. Is there any school information relating to my child that I do not understand?

The parents were provided with a list of the information that would be available to them after the notice to attend an assessment conference had been received. The list included the following:

1. The reasons the evaluation had been requested and the name of the person who initiated the process
2. The evaluation procedures and the instruments that were to be used
3. A description of the scope of the procedures
4. A statement of the parent's right to review the procedures and instruments
5. A statement of the right to obtain copies of all records related to the evaluation
6. A description of how the results of the evaluation were to be used, by whom, and under what circumstances
7. A statement of the procedures to be followed if the parents did not wish their child to receive an evaluation

During a third meeting, parent-teacher conferences were discussed. At this time, parents were helped to realize that the parent-teacher conference was directed toward establishing a cooperative working relationship between the home and the school. It was during these conferences that the parent and teacher could help each other gain a better understanding of the child's strengths and weaknesses.

The parents seemed to realize that they shared a responsibility for making the conferences successful and meaningful. A list of suggested procedures that would insure the success of the parent-teacher conference were discussed. These included the following:

1. Arrive on time
2. Prepare specific questions in advance
3. Determine why certain comments are made

4. Be friendly, frank, and open
5. Leave small children with another adult
6. Ask the teacher to schedule another conference if more time for discussion is needed
7. Confer with the teacher in a few weeks to discuss progress
8. Act on suggestions made at the conference
9. Share important points with the youngster following the conference

Parents reported that these cluster meetings were informative, interesting, and beneficial to them. The students also seemed to be cognizant of this parental concern for their educational success and growth and, as a result, seemed to increase their desire to participate in school activities and to achieve.

See Table 3. Of all the parents invited to the cluster meetings, 90 percent responded and participated.

Teas were held in the school and in community agencies such as the West Philadelphia Regional Library for the parents of the retarded educable students. These meetings were designed to provide an opportunity for renewing acquaintances. Also, informal discussions and question-and-answer periods were conducted. The parents prepared programs for the gatherings including recitations, skits, and talent renditions. The students acted as hosts and hostesses. At one of the meetings a copy of the Handbook for Parents was distributed and discussed. See Appendix N for a copy of the Handbook for Parents.

The parents also participated in other school-related activities and events in the following ways:

1. Chaperoning and helping to collect tickets at school shows, the Christmas festival, the annual bazaar, and the field day
2. Participating in the student and faculty scholarship presentation
3. Acting as chaperones on the senior class trip
4. Assisting at the junior and senior dances

Table 3

Parent Cluster Meetings

Meetings		Parents Invited	Parents Attended
October	2nd Tuesday	18	15
	4th Tuesday	21	22
November	2nd Tuesday	19	17
	4th Tuesday	16	15
January	2nd Tuesday	12	10
	4th Tuesday	16	15
February	2nd Tuesday	15	10
	4th Tuesday	17	14
March	2nd Tuesday	18	17
	4th Tuesday	19	15
April	2nd Tuesday	16	16
	4th Tuesday	12	14
	Totals	199	180
	Percentage of attendance		90 percent

The parents were also members of the West Philadelphia High School Home and School Association. Many of the parents of the retarded educable youngsters attending the monthly meetings of the association, two served on the program committee, three served on the membership committee, and one served on the Title One committee. Table 4 depicts the number of parents who attended the monthly parent meetings as compared with the number who attended during the previous year.

Table 4

Monthly Parent Meetings

Month	Number of Parents Attending	
	1976	1977
October	10	16
November	21	29
December	19	28
January	36	52
February	49	59
March	61	69
April	63	71
May	58	68
June	45	61
Totals	362	453
Percentage of increase		25 percent

A relatively large number of parents visited the school on the days when report cards were issued. They received the students' report cards and had conferences with the teachers and counselors. If they desired, the parents also visited with the principal, vice-principals, and/or the department head of special education. Table 5 lists the number of parents of the retarded educable students who visited the school on these visitation days.

Table 5

Parent Visitation

Time of Visitation	Number of Parents Attending
First report period	34
Second report period	60
Third report period	58
Fourth report period	Report cards mailed to home

Prior to subject selection by the students, the parents were given a copy of the form used for selecting subjects. During subject selection conferences, the form was explained to them. With the Handbook for Parents as a reference guide, the parents discussed the courses offered, the prerequisites necessary, and the appropriate method for choosing subjects. A question-and-answer period usually followed. Fifty-seven parents attended the subject selection conferences.

The parents were given reports on progress if the students were in academic difficulty. After the progress reports were received, the parents were requested to confer with the counselor and teachers involved.

These progress reports were sent usually in the middle of each report period. See Appendix O for a copy of the progress report used.

The parents were also informed during their meetings about Club Finest. Most parents and students deemed it an honor to belong to this prestigious group. The requirements for membership were as follows:

1. No unexcused absences
2. No unexcused latenesses
3. All passing grades on the report card

In order to encourage student participation, the school presented each member with a motivational certificate. See Appendix P for a copy of the certificate. Thirty-three retarded educable students belonged to Club Finest at the end of the school year.

The parents sponsored a skating party for the students, planned an arts and crafts exhibit, and assisted at a theater party for the teachers and the students. Two successful bake sales were arranged by the parents and eight parents also chaperoned thirty-four students during trips to New York City and Gettysburg.

Many parents participated in the Parent Partnership Program sponsored by the School District of Philadelphia. Fifty-one parents attended a workshop for the parents of students who received a portion of their education in the resource room as part of the Parent Partnership Program and forty-two parents attended the Affective Education Program sponsored by the Philadelphia Home and School Council in cooperation with the Parent Partnership Program.

The latter consisted of a series of workshop meetings for the parents of the retarded educable students with parent trainers from the

Affective Education Office, School District of Philadelphia, and community mental agencies. The purpose of these meetings was to inform the parents concerning ways they could help their retarded educable child to function successfully in society. The series consisted of nine sessions. Identical sessions were held during the day and evening to insure maximum participation and to make certain that each parent had an equal opportunity to attend. Affective skills were utilized in presenting the material; visual aids, literature, and resource persons were utilized; staffing consisted of an affective education coordinator and a mental health professional.

At the beginning of the first session, a Special Education Information Survey was administered to the participants. Following the administration of the instrument, there was a discussion of each statement. As a result of this discussion, many myths and false beliefs were disspelled. See Appendix Q for a copy of the survey used. The following topics were developed during the course of the sessions:

Session 1.

a. Getting acquainted
b. What is meant by special education?
c. What is meant by mental retardation?

Session 2.

a. Understanding yourself
b. Value clarification
c. Parenting styles

Session 3.

a. Life management plan
b. Needs assessment
c. Understanding the child in relationship to the family

Session 4.

a. Communication skills

Session 5.

a. Understanding your child
b. Growth and development
c. Potential

Session 6.

a. Behavior management
b. Discipline
c. Behavior modification

Session 7.

a. Your child and sex

Session 8.

a. Expectations of school personnel
b. Parental involvement in school activities
c. Building positive relationships with school personnel

Session 9.

a. Resources available to you
b. Parent network
c. Rights of parents and students
d. Understanding the role of mental health services

Each parent was presented with a copy of a Department of Health, Education, and Welfare publication entitled "Hello World."[1] The parents reported that this booklet contained useful information and requested that additional copies be given to the parents at the cluster meetings and the meetings of the home and school association.

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[1]U.S., Department of Health, Education, and Welfare, New World, DHEW Pub. No. 73-94 (Washington, D.C.: Government Printing Office, 1973).

The two workshops provided a vehicle for the parents of the retarded educable students so that they might become more informed and involved in a meaningful manner in the education of their children. By participating in working sessions, the parents seemed to gain a better understanding of the meaning of special education and mental retardation; they demonstrated increasing proficiency in communication skills; they stated that they had a better understanding of the impact of family, friends, and society on the education of their children; they reported that they felt a stronger relationship between the home and the school; they indicated that they would provide supportive services and resources for the education of their children. An average of fifteen parents attended each workshop session.

In addition to the workshops just described, three other workshop seminars were planned for the parents. During the first session, Public Law 94-142 and how it relates to parents was discussed. The second session was devoted to a discussion of the Individualized Education Prescription. Since many parents had volunteered to serve as tutors in reading, the third session provided information, devices, and techniques that could be used to make tutoring more effective.

Group counseling sessions were also conducted during the school year. The students, parents, and counselors attended these sessions. The parents reported that these meetings resulted in improvements in their youngsters' peer relationships and attitudes toward family members. The students who attended these sessions seemed to improve academically and most of them participated in extracurricular activities.

CHAPTER XI

EVALUATION

One purpose of this practicum was to assist all of the retarded educable students who were mainstreamed at the beginning of the school year in receiving a passing mark of seventy or more on the fourth or final report card for all subjects. The objective in this area, as was stipulated at the beginning of the practicum, was to expect at least 50 percent of the mainstreamed students to achieve this passing mark of seventy in all subjects and thus meet with success.

The evaluation of success in the assigned subjects was measured in two ways. First, an examination of report card marks was made at the conclusion of the first three report card periods. On the basis of these marks and after consultation with the teachers and counselors involved, the head of the special education department made educational adjustments for some of the students. An examination was then made of the final report card marks at the end of the year 1976-77.

Secondly, the number of mainstreamed students who were returned to regular grade following the usual psychological examination was tabulated to determine if at least 5 percent of the mainstreamed students who were examined were returned to regular grade.

A reference to Table 1 will indicate the educational assignments which were made for the retarded educable students at the beginning of the

year. Tables 6, 7, 8, and 9 indicate the numbers of students who passed or failed their subjects at the end of the different report periods.

Table 6

First Report Period Marks

Subjects	Passed	Failed
Regular English	23	17
Regular mathematics	28	12
Regular physical education	41	29
Academic cycle	15	7
Self-contained class	6	0
Regular shop classes		
Food services	7	1
Upholstery	5	2
Auto mechanics	3	2
Carpentry	4	1
Typing	2	1
Music	4	2
Others		0

Table 7

Second Report Period Marks

Subjects	Passed	Failed
Regular English	28	12
Regular mathematics	26	14
Regular physical education	45	25
Academic cycle	17	5
Self-contained class	6	0
Regular shop classes		
Food services	7	1
Child development lab	5	1
Hospital lab	8	1
Auto mechanics	2	3
Music	4	1
Others		0

Table 8

Third Report Period Marks

Subjects	Passed	Failed
Regular English	30	10
Regular mathematics	29	11
Regular physical education	39	21
Academic cycle	16	6
Self-contained class	6	0
Regular shop classes		
Auto mechanics		1
Others		0

Table 9

Fourth Report Period Marks

Subjects	Passed	Failed
Regular English	31	9
Regular mathematics	32	8
Regular physical education	39	21
Academic cycle	18	4
Self-contained class	6	0
Regular shop classes		0

As was indicated previously, at the end of each report period, certain educational adjustments were made for some students in order to help them achieve success. For instance, at the end of the first report period, four students in the regular English classes received tutoring and five were referred to the resource room program for English instruction. Seven students were referred to the resource room program for mathematics. One student was removed from the music class and assigned to graphic arts instead, one student was assigned to the child development laboratory instead of typing, and one student was removed from carpenty and assigned to art.

At the end of the second report period, one student was removed from the hospital laboratory class because he was unable to make a satisfactory adjustment. He was placed in the electric shop class.

At the end of the third report period, one student from the carpentry shop was referred to the resource room program for assistance in learning how to measure.

An examination of the fourth report period marks as depicted in Table 9 reveals the fact that 50 percent of all the mainstreamed students did receive a passing mark of seventy or more in all subjects with the exception of regular physical education. Information received from these failing students revealed that they failed because they did not attend physical education classes. Reasons for not attending included dislike for the activity, unpreparedness, and "too much trouble to get dressed."

During the school year, forty-two of the mainstreamed students received a psychological examination to determine educational placement. Six of these students were returned to regular grade and thirty-six students received a recommendation to remain classified as special education students. This indicates that success was achieved since 14 percent of the students who received a psychological examination were returned to regular grade placement status.

A second purpose of the practicum was to provide a staff development program for the teachers of the mainstreamed retarded educable students in an attempt to help the teachers understand and cope with problems and responsibilities which were part of the inclusion process, to help them better understand the retarded educable student, and to help them develop positive attitudes toward the retarded educable student.

A questionnaire was distributed to the teachers on which they indicated their needs and interests in terms of topics for the staff development program. The principal made certain that these suggestions were included as part of the staff development program. The Classroom Integration Inventory was completed by the teachers at the beginning of

the staff development program in order to determine attitudes of teachers toward retarded educable students and the Multipurpose Scale was completed to determine teacher competencies in terms of dealing with retarded educable students in the regular classroom. Material presented in the staff development sessions was also based on the results of these two inventories.

The Classroom Integration Inventory was administered again to thirty-one participants at the end of the staff development sessions. In responding, teachers indicated the educational setting they considered appropriate for the type of handicap and degree of severity referred to in each item. Ratings from "1," indicating that a teacher felt unable to handle a child profitably within the context of either a regular or special education classroom, to "5," indicating that a teacher felt able to handle children in a regular classroom without any fundamental change in present procedures, were used. A teacher's score was the sum of ratings for all items. The possible range of scores was from sixty to three hundred. The pretest average score was 224 and the posttest average score was 262. This difference indicated that the staff development sessions were instrumental in changing teacher attitudes toward retarded educable students as measured by the Classroom Integration Inventory.

Another staff development questionnaire provided by the Office of Research and Evaluation, School District of Philadelphia, was administered to the thirty-one participants. This instrument measured teacher attitudes toward the staff development program just completed. See Appendix R for a sample of the questionnaire. The teacher responses were tabulated and summarized as follows:

1. Twenty-six teachers participated in all sessions
2. Twenty-three teachers said that the objectives of the sessions were clearly evident
3. Nineteen teachers said that the ideas and activities presented were interesting
4. Twenty-one teachers said that the information presented was highly applicable
5. Twenty-one teachers indicated that they gained knowledge
6. Eighteen teachers indicated that they learned planning skills
7. Twenty teachers indicated that they learned implementation skills
8. Twenty-two teachers indicated that they changed their attitudes toward retarded educable children
9. Four teachers stated that they gained very little
10. Twenty-four teachers said that the sessions proved beneficial to their classroom instructional program
11. One teacher stated that more time was needed for the development of lessons
12. Twenty-six teachers indicated that they could think of no improvements to be made in the staff development program
13. Twenty-four teachers said that they were satisfied with the staff development program

The scores seemed to indicate that the workshop sessions were successful in terms of teacher attitudes toward the program.

At the last staff development session, the participants again rated themselves on each of the twenty-four skills listed in the Multipurpose Scale. The rating scale ranged from 1 to 4, indicating "no knowledge" or "better than average knowledge" respectively. An individual's composite score was the mean of all items.

The results of the first administration at the beginning of the staff development program produced a mean score of 2.35. The second administration of the inventory produced a mean score of 3.21. This .81 difference between the two means was statistically significant as reported by the Division of Research and Evaluation, School District of Philadelphia. This indicated that the staff development component assisted the participants in increasing the average self-rating of their competencies from "little knowledge" of the competencies to "average knowledge" of them.

A third purpose of the practicum was to have the heads of all subject departments, with their teachers, review curriculum content, make adaptations, and provide alternative units and appropriate instructional materials so that all of the mainstreamed retarded educable students would have the opportunity to complete high school requirements.

By the end of November 1976, the department heads submitted to the principal all of the curricular adaptations and alternative units that were recommended for the retarded educable students. These were reviewed and additions and revisions were suggested.

At the end of January 1977, the head of the special education department, after consultation with the teachers, counselors, parents, and other consultants, presented the principal with an individual education prescription for each of the retarded educable students.

It was reported by the heads of the various subject departments, and also by the teachers of the mainstreamed retarded educable students, that, in their estimation, the departmental meetings were valuable and the suggested curricular adaptations and instructional materials were

highly effective in helping the students complete the high school requirements in the various subjects.

Table 9 summarizes the fourth report period marks that the retarded educable students received. A reference to this table indicates that considerably more than 50 percent of the students received credit for their subjects with the exception of regular physical education. Since more than 50 percent of the students received credit for their subjects, the curriculum aspect of the practicum may be deemed successful.

A fourth purpose of the practicum was to provide the means by which a program of parental involvement for the parents of the mainstreamed retarded educable students could be planned, developed, and implemented. The program was designed to establish positive parental relationships with school personnel, increase involvement of parents in school activities, provide understandings relative to strengths and limitations of these youngsters, afford avenues along which parents could offer aid and assistance, and provide a means whereby parents could help in effectively maintaining the integration process.

The establishment of positive relationships was to have been determined by comparing the number of times that parents requested assistance from counselors, teachers, and the school-community coordinator during the year 1976-77 as compared with the number of contacts made by parents during the preceding year. Records were not available concerning the actual number of contacts initiated by the parents; however, the counselors, teachers, and the school-community coordinator reported that there was a substantial increase in the number of contacts initiated by parents during the year 1976-77 when compared with the

number during the previous year. These members of the staff were certain that the difference between the two years exceeded 10 percent.

Involvement of parents was also accepted as being indicative of the establishment of positive relationships and was measured by tabulating the number of parents of mainstreamed youngsters who participated in school-related activities during the school year 1976-77 as compared with the number of parents who participated in these activities during the previous year. An increase of 25 percent participation was used to indicate success in terms of parental involvement.

For example, cluster meetings of parents were arranged by the school-community coordinator in the various neighborhoods where the parents lived. Parents reported that these meetings were beneficial, informative, and interesting and seemed to have a positive effect on the attitudes of those students whose parents attended the meetings. During the school year 1975-76, a total of 145 parents attended the cluster meetings. During the year 1976-77, a total of 180 parents attended. This comparison showed an increase of 24 percent in the number of parents who attended the cluster meetings and was close to the 25 percent which was selected as indicative of success at the beginning of the practicum.

Many of the parents of the retarded educable youngsters attended the monthly meetings of the home and school association and also served on committees of that organization. During the year 1975-76, a total of 362 parents attended the nine meetings. During the year 1976-77, a total of 453 parents attended the nine meetings. This showed an increase of 25 percent in the number of parents who attended the meetings of the

association and was indicative of success relative to this component of the practicum.

A relatively large number of parents visited the school on the three days when report cards were issued. The actual numbers for the three days were thirty-four, sixty, and fifty-eight. Records were not available for the number of parents who visited the school on these days during the previous year; however, the teachers reported an increase of over 50 percent in their estimation.

Parents engaged in some activities during the year 1976-77 which they had not participated in previously and, therefore, showed an increase of at least 100 percent in terms of participation. For instance, the parents sponsored teas, a skating party, and bake sales. They planned an arts and crafts exhibit and assisted at a theater party for the teachers and the students. They also chaperoned different affairs including two trips to New York City and Gettysburg.

Fifty-seven parents attended the subject selection conferences during the year 1976-77 as compared with only twenty-six who attended during the year 1975-76. This showed an increase of over 100 percent and was deemed a successful component of the practicum.

Fifty-one parents attended a workshop based on the resource room program and forty-two parents attended a workshop dealing with affective education during the year 1976-77. Since workshops were not provided for parents during the year 1975-76, these figures indicated a considerable gain in the number of workshop participants.

The success of the program to provide parents with understandings relative to strengths and limitations of their youngsters was gauged

by parental responses to a questionnaire concerned with parental reactions to the workshops involving teachers and counselors, conferences held with teachers and other staff members, and parental reactions to the value of the handbook for parents. Near the conclusion of the 1976-77 school year, sixty parents responded to and returned the questionnaire. The responses were overwhelmingly positive. Table 10 summarizes the responses to the questions.

Table 10

Responses to Parent Questionnaire

Questions	Yes	No
Did you participate in the workshop sessions?	49	11
Did you participate in the cluster meetings?	58	2
Did you attend the monthly meetings of the home and school association?	48	12
Did you participate in the student activities sponsored by the parents?	39	21
Did you find the handbook for parents helpful?	60	0
Were the objectives of the workshop sessions clear to you?	43	17
Was the material presented in an interesting manner?	43	17
Was the information useful?	52	8
Did your relationships with the teachers improve?	58	2
Were you generally satisfied with this program for parents?	52	8

The aspect of the parental involvement program concerning the provision of means whereby parents could offer help in effectively maintaining the integration process was successful. This was evaluated by considering the number of parents who attended the meetings of the parent's association and the number of parents who became an active part of the parent partnership program. As was indicated previously, a total of 453 parents attended the nine meetings of the home and school association indicating an increase of 25 percent when compared with the number of parents who attended these meetings during the previous year. Also, an overall total of ninety-three parents attended the two parent partnership workshops, indicating an intense interest on the part of the parents concerning the mainstreaming process.

A fifth purpose of the practicum was to provide a well-equipped and staffed resource room as one of the alternative integration strategies in order to meet the needs, interests, and abilities of each individual retarded educable student.

By November 1976 the principal did provide a bright, airy, large room with running water and ample space for individualized and small group instruction. The room was staffed by a full-time, qualified teacher and one teacher aide. Materials, supplies, and equipment designed to meet the needs, interests, and abilities of the students were also provided.

The effectiveness of the resource room program was determined by the number of students who were assigned to the program and their progress in academic and social skills as a result of educational experiences in the resource room.

A total of forty-six retarded educable students were assigned to the resource room after all referrals had been carefully screened. This indicated that more than 50 percent of the retarded educable students involved in the mainstreaming project were in need of resource room assistance. Without the resource room program, these youngsters would not have been able to take advantage of the educational assistance provided.

Progress of the forty-six students in terms of their academic achievement as a result of being assigned to the resource room was measured by comparing their scores in reading and mathematics with the scores of the special class students not assigned to the resource room. The reading recognition, reading comprehension, and mathematics subtests of the Peabody Individual Achievement Tests were used.[2] The tests were administered in February 1977. The average raw scores obtained at this time are presented in Table 11 and clearly illustrate the effectiveness of the resource room program.

Table 11

PIAT Subtest Scores, February 1977

Subtest	Resource Room	Nonresource Room
Reading recognition	3.4	2.9
Reading comprehension	3.6	2.8
Mathematics	3.8	3.2

[2]Floyd M. Dunn and Frederick Markwardt, Peabody Individual Achievement Test.

In order to determine a student's level of social adjustment in the mainstream, each of the student's subject teachers submitted a rating using a scale of one to five representing poor to excellent respectively. The ratings were submitted in the following areas:

1. Attendance
2. Punctuality
3. Work habits
4. Attentiveness
5. Participation
6. Motivation
7. Peer interaction
8. Teacher interaction
9. Emotional development

These ratings were submitted for the forty-six resource room students as well as the other mainstreamed youngsters. When the ratings were tabulated, it was found that twenty-one of the resource room students attained a rating of average or better. Only fourteen of the other mainstreamed students achieved these ratings. This seemed to indicate a positive effect of the resource room program on the students assigned in terms of social skills development.

A sixth purpose of the practicum was to raise the academic achievement of 25 percent of the mainstreamed students in reading and mathematics. The California Achievement Test was not administered to the retarded

educable students; the Stanford Diagnostic Reading Test[3] and the Philadelphia Mathematics Evaluation Test[4] were used instead. The first administration of the tests occurred at the beginning of the 1976-77 school year and the second administration took place at the end of the year. Tables 12 and 13 show the pretest and posttest results of both instruments and clearly illustrate gains in basic skill achievement for most of the mainstreamed youngsters.

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[3]Bjorn Karlsen, Richard Madden, and Eric F. Gardner, Stanford Diagnostic Reading Test (New York: Harcourt, Brace and World, Inc., 1966).

[4]School District of Philadelphia, Philadelphia Mathematics Evaluation Test (Office of Instructional Service, Division of Mathematics Education).

Table 12

Pre-Post Results of Stanford Diagnostic Reading Test

Student	Pre	Post	Gain	No Gain	Student	Pre	Post	Gain	No Gain
1	2.0	2.6	x		21	4.4	5.6	x	
2	2.8	4.6	x		22	3.6	5.1	x	
3	2.0	2.1	x		23	3.1	3.2	x	
4	3.4	3.6	x		24	3.8	4.9	x	
5	3.0	3.9	x		25	Absent - Did not take test			
6	3.9	6.0	x		26	2.4	2.8	x	
7	1.3	1.3		x	27	3.6	4.2	x	
8	1.4	Absent			28	2.9	3.4	x	
9	4.0	5.1	x		29	4.3	5.1	x	
10	3.4	3.9	x		30	3.2	4.4	x	
11	1.8	2.1	x		31	2.1	2.8	x	
12	2.6	3.1	x		32	3.8	5.1	x	
13	2.7	3.0	x		33	4.1	4.5	x	
14	3.2	3.2		x	34	3.2	4.0	x	
15	2.4	3.1	x		35	3.2	4.4	x	
16	Absent - Did not take test				36	4.1	5.3	x	
17	4.2	5.3	x		37	1.0	1.4	x	
18	1.9	2.0	x		38	Absent	3.4		
19	3.4	4.6	x		39	3.1	4.2	x	
20	2.6	2.6		x	40	3.2	4.5	x	

continued

Table 12 - Continued

Pre-Post Results of Stanford Diagnostic Reading Test

Student	Pre	Post	Gain	No Gain	Student	Pre	Post	Gain	No Gain
41	3.6	3.6		x	61	3.6	3.9	x	
42	4.8	6.0	x		62	-1.6	-1.4	x	
43	5.1	6.2	x		63	3.8	4.1	x	
44	4.0	5.1	x		64	4.6	5.9	x	
45	Absent - Did not take test				65	2.9	2.9		x
46	3.4	4.8	x		66	4.6	6.1	x	
47	5.0	6.1	x		67	2.9	3.1	x	
48	3.4	3.8	x		68	4.2	5.3	x	
49	3.6	4.0	x		69	3.7	4.1	x	
50	3.2	3.4	x		70	2.4	3.6	x	
51	3.8	4.9	x		71	4.5	5.8	x	
52	3.0	3.6	x		72	2.1	2.1		x
53	4.6	5.8	x		73	3.9	4.1	x	
54	2.1	2.1		x	74	3.7	4.9	x	
55	2.6	3.1	x		75	3.3	3.4	x	
56	4.0	4.6	x						
57	4.8	4.8		x	Totals: 70 students		62		8
58	2.0	2.4	x		Percentage of students who gained . .89 percent				
59	3.5	3.9	x		Number who gained 1 year or more. . .26 students				
60	4.1	5.3	x						

Table 13

Pre-Post Results of the Philadelphia Mathematics Evaluation Test

Student	Pre	Post	Gain	No Gain	Student	Pre	Post	Gain	No Gain
1	2.1	2.3	x		21	6.3	7.5	x	
2	3.4	3.8	x		22	3.9	4.2	x	
3	1.0	1.0		x	23	3.9	4.1	x	
4	4.2	5.3	x		24	3.3	4.4	x	
5	4.6	5.8	x		25	Absent - Did not take test			
6	3.1	3.3	x		26	2.4	2.1		x
7	Did not wish to take test				27	4.3	5.5	x	
8	Absent - Did not take test				28	3.0	3.0		x
9	4.7	5.8	x		29	1.2	1.2		x
10	4.6	4.6		x	30	5.3	6.2	x	
11	3.2	4.4	x		31	3.3	3.6	x	
12	3.1	3.3	x		32	2.8	3.2	x	
13	4.2	5.3	x		33	4.4	5.1	x	
14	1.3	1.4	x		34	4.3	5.6	x	
15	3.9	4.2	x		35	3.2	4.1	x	
16	Absent - Did not take test				36	4.2	5.3	x	
17	5.9	7.1	x		37	2.0	1.9		x
18	-1.4	-1.4		x	38	1.8	2.0	x	
19	2.6	2.6		x	39	3.0	4.1	x	
20	4.4	4.9	x		40	3.4	4.2	x	

Table 13 - Continued

Pre-Post Results of the Philadelphia Mathematics Evaluation Test

Student	Pre	Post	Gain	No Gain	Student	Pre	Post	Gain	No Gain
41	3.8	4.1	x		61	4.2	4.8	x	
42	5.3	6.6	x		62	1.2	1.2		x
43	4.6	5.8	x		63	4.5	5.8	x	
44	5.7	6.1	x		64	3.1	3.3	x	
45	2.2	2.2		x	65	4.0	4.3	x	
46	2.3	2.6	x		66	4.2	5.1	x	
47	5.0	6.1	x		67	4.2	5.5	x	
48	4.1	5.2	x		68	5.0	6.1	x	
49	4.3	4.8	x		69	3.6	4.9	x	
50	5.3	5.4	x		70	Absent - Did not take test			
51	4.2	4.4	x		71	4.2	5.3	x	
52	4.5	4.9	x		72	Absent - Did not take test			
53	4.1	4.3	x		73	4.1	4.9	x	
54	Absent - Did not take test				74	3.8	4.7	x	
55	4.4	4.6	x		75	Absent - Did not take test			
56	4.3	5.8	x						
57	3.2	4.4	x		Totals: 67 students		56		11
58	3.2	3.2		x	Precentage of students who gained..84 percent				
59	5.2	6.1	x		Number who gained 1 year or more...24 students				
60	4.0	6.3	x						

A seventh purpose of the practicum was to change the behavior patterns of the retarded educable students more positively. To determine the success of this aspect of the practicum, the number of disciplinary referrals for the mainstreamed youngsters for the year 1975-76 was compared with the number of disciplinary referrals for the year 1976-77. This was accomplished by tabulating the number of disciplinary referral sheets that were submitted by staff members for the mainstreamed youngsters. A decrease of 41 percent was realized when the referrals were tabulated for the two years.

During the school year 1975-76, the method of discipline referral for all retarded educable students was changed. Instead of sending retarded educable students who presented discipline problems to the vice principal's office, the head of the special education department assumed responsibility for counseling the youngsters concerning their behavioral infractions. At the end of the school year, after following this procedure, the number of reported behavioral infractions for the mainstreamed retarded educable youngsters involved in the program was reduced by 57 percent when compared with the number of reported behavioral infractions for the preceding year.

This method of dealing with behavioral infractions was continued during the school year 1976-77. The head of the special education department continued to assume responsibility for improving the behavior of the retarded educable students. All referrals were sent to the office of the department head.

This method continued to be beneficial to the students. They had only one person to contact; they knew the person to whom they were to report; the department head knew each of the students and the majority of the parents.

A team consisting of the teachers, the counselor, and the parent was organized. The team investigated the infractions, conferred with the student who had been referred, and recommended action to the department head. Professional assistance was requested and supplied if the team felt the necessity for further advice.

During this school year of 1976-77, the number of disciplinary referrals was further reduced by 41 percent over the preceding year. Table 14 presents a comparison of the disciplinary referrals and the types of conflict evidenced by the mainstreamed youngsters for the years 1975-76 and 1976-77.

Teachers reported that one important factor in reducing the number of infractions was the decreasing of the relationship gap between the teacher and the student. Teachers further reported that a deepening sincerity on their part resulted in more humaneness in teaching and in their use of more positive classroom management and control techniques.

An eighth purpose of the practicum was to increase participation in extracurricular activities on the part of the mainstreamed retarded educable students. An increase of 25 percent was believed to be indicative of success in this aspect of the practicum.

During the year 1976-77, the head of the special education department assumed the responsibility for increasing the number of mainstreamed

youngsters who participated in extracurricular activities when compared with the number of those students who participated in these activities during the year 1975-76.

Table 14

Cultural and Peer Conflicts

Type of Conflict	Number of Referrals	
	1975-76	1976-77
Fighting in classroom	3	1
Cursing	21	17
Talking back to teachers	5	3
Refusal to do classwork	8	5
Cutting class	10	5
Fighting in halls	3	1
Lunchroom	6	3
Smoking in building	4	3
Threatening teachers	1	0
Threatening students	12	7
Carrying weapons	2	1
Destroying property	2	0
Throwing objects	0	0
Lateness to class	28	16
Disrespect to security personnel	4	2
Total referrals	109	64
Percentage of Reduction in Referrals.....41 percent		

Each of the retarded educable students and each teacher was given a list of all the extracurricular activities offered at West Philadelphia High School. These activities were discussed in group sessions with the teachers. A description of the activity, the requirements for participation, the amount of time required, and other pertinent information was

made a part of these discussions. A question-and-answer period was also included so that all of the youngsters would understand what was involved.

Following these discussions, the students and the teachers met in the auditorium with the head of the special education department. The sponsors of the extracurricular activities also attended and, when possible, demonstrated their activities such as cheerleaders, band, choir, gymnastics, wrestling, and drill team. Student representatives also spoke about other activities and, when possible, had samples of their activities such as the newspaper, yearbook, photography club, and student government. The students then divided themselves into groups, according to their extracurricular activity interest, for a question-and-answer session with the sponsors and student representatives.

During the next few days, the students visited the activities in which they were interested. The department head explained to the students that they could participate in more than one activity. The students also learned the necessity for active participation, attendance, and punctuality. They were helped to realize that each one had a talent and was responsible for sharing these talents with others in the group.

The students received a form on which they listed the extra-curricular activities in which they wished to participate. The teachers explained the use of the forms to the students and made certain that the students understood the order of priority listing.

These forms were given to sponsors of the various extracurricular activities. The students were then notified of the time and place for either the meeting of the activity or the trial sessions. The department

head discussed with the sponsors any problems that the students might have had, such as motor control, coordination difficulties, speech problems, and auditory disabilities. The sponsors also met with the department head to discuss concerns about particular students. The teachers also shared their knowledge of student problems with the sponsors of the various extracurricular activities.

At intervals during the school year, the department head met with the students to discuss with them their extracurricular activities and their feelings toward their participation. Also, occasionally the teachers and the department head visited the activities in which the retarded educable students participated.

Teachers and students reported that many were excited, proud, and elated over participation in these extracurricular activities. This was especially true of the three students who became proficient members of the varsity basketball and football teams.

A study of the membership rolls of these extracurricular activities revealed a significant increase of 37 percent in the number of retarded educable students who participated when compared with the number who participated during the previous year. Table 15 presents a comparison of the number of participants during the two years.

Table 15

Extracurricular Participation

Activity	Number of Participants	
	1975-76	1976-77
Interscholastic sports teams	9	21
Intramural sports teams	12	23
Musical activities	13	16
Newspaper and yearbook	0	1
Student government	1	4
Drama activities	5	6
Social activities	39	50
Club activities	23	40
Total participants	102	161
Percentage of increase in number of participants	37 percent	

CHAPTER XII

SUMMARY AND CONCLUSIONS

The purpose of the total practicum, including Phase I and Phase II, was to develop and implement a plan for mainstreaming retarded educable students into regular classrooms in the comprehensive high school. The project was a two-year effort involving seventy-five retarded educable students assigned to West Philadelphia High School at the beginning of the school year 1975-76. A review of the total effort indicates that the practicum was successful.

As a result of the strategies planned and procedures followed in Phase I during the school year 1975-76, more than 75 percent of the retarded educable students in the target population were able to read their rosters properly, find their way around the building, follow school rules and regulations, and understand the student handbook. Self-images were raised, reading and mathematical skills improved: cultural and peer conflicts were reduced. At the end of this first year, students were identified on the basis of physical, emotional, social, and intellectual needs and mainstreaming assignments were made to the appropriate alternative educational offering. These assignments were effective at the beginning of the school year 1976-77, at which time Phase II of the total practicum was initiated.

An examination of the fourth report marks at the conclusion of

Phase II, revealed that 50 percent of all the mainstreamed students did receive a passing mark of seventy or more in all high school subjects with the exception of regular physical education. The program was effective in changing the attitudes of teachers toward the mainstreamed retarded educable students. The number of parents who became involved in school activities as a result of the practicum increased significantly. The retarded educable students showed gains in academic achievement relative to basic skills. Peer relationships improved and the number of retarded educable students who participated in extracurricular activities increased.

At the present time the results of the total practicum seem to be positive; the program seems to be assisting retarded educable students in coping with the problems presented by a large, complex, urban high school. Successful completion of Phase II, linked to the successful completion of Phase I, has resulted in a transportable mainstreaming program that is now ongoing at West Philadelphia High School and supports a positive prognosis for the future in assessing and meeting the needs, interests, and abilities of retarded educable students in regular classrooms.

APPENDIXES

APPENDIX A
HELPING STUDENTS DEVELOP DESIRABLE CLASSROOM BEHAVIOR

Many students who experience difficulty in adjusting to classroom routines and the behavior expectations of their teachers can be helped in their school adjustment through the use of behavior checklists and charting. Based on the concept of positive reinforcement of desirable behavior, the checklist procedure focuses both the teacher's and the student's attention to the positive aspects of the student's behavior.

The behaviors listed are those which are considered necessary and appropriate for successful classroom participation. The behaviors are listed in positive, concrete terms, i. e., what the child is expected to do--not what he is not supposed to do. Also, the behaviors listed are realistic and must be readily attainable for the particular child. Space is left on the following checklists for additional behaviors, but such things as "John will not talk to his neighbors all day," or "Pam will get 100 on her spelling test should be avoided.

The implementation of this procedure consists of simply having the teacher or teachers involved with the targeted student place checkmarks in the appropriate spaces on the checklist when the desired behavior is observed. These checklists can be supplied and collected by the resource room teachers. The checkmarks are tallied mutually by the particular child and the resource room teacher at the end of whatever period of time is decided, depending upon the immediacy of feedback the child requires. The number of earned checkmarks are placed on a chart and over a relatively short period of time the student can see the ups and downs in his behavior as perceived by his teachers. The reward is implied in the wisdom of Robert Burns: "O wad some Power the giftie gie us, To see oursels as others see us!"

The reaction of students and teachers who have used this procedure has ranged from hopeful excitement to utter disgust, so orientation is required to prepare the student and teacher for its implementation. It can be introduced as an experiment to help the student make a better adjustment. Several students have shown dramatic improvement in their classroom behavior just by being made aware of what was expected of them in school. A high school student, who was not a targeted student, saw the secondary checklist on a teacher's desk and asked to have the checklist kept on his classroom behavior.

The use of such checklists, however, must be considered only a minor part of a total school program for a child having school problems. Appropriate counselling services and instructional activities tailored to the individual needs, interests, and abilities of the special pupil must be provided to prevent the frustration or boredom which often acts as a cause of disruptive behavior.

APPENDIX B

STAFF DEVELOPMENT QUESTIONS

WEST PHILADELPHIA HIGH SCHOOL

1. On a recent spelling test, the following scores were made:

John	25 correct 5 wrong	Grade B
James	20 correct 10 wrong	Grade E

Questions:

Are you interested in knowing who learned more?
Who learned more?
How can you tell who learned more?

Summary:

2. In a recent supervisory report, the principal found the following:

Mr. Smith presented 20 new chemistry formulas to his students in one lesson.

Mr. Doe presented 10 new chemistry formulas to his students in one lesson.

Questions:

Are you interested in who taught more?
Who taught more?
How can you tell who taught more?

Summary:

3. After reading a series of articles on teaching reading, both Mr. Smith and Mr. Doe concluded that a good reading program would have to be concerned with many reading skills including comprehension, vocabulary, and word analysis; therefore,

Mr. Smith's lessons in teaching John always included comprehension, vocabulary, and word analysis.

Mr. Doe's lessons in teaching reading to James only included comprehension.

Questions:

Are you interested in knowing who was correct?
Who was correct?
How can you tell who was correct?

Summary:

Form B

APPENDIX C: RESOURCE ROOM REFERRAL FORM

DATE: ____/____/____ (month / day / year) 136

THE SCHOOL DISTRICT OF PHILADELPHIA

SPECIAL EDUCATION RESOURCE ROOM

Initial Referral Form

Return This Form To: _____

_____

Room: _____

I am seeking the assistance of the Resource Room Program to establish a cooperative educational program for this student:

REFERRING PERSON _____ POSITION _____

STUDENT'S NAME _____ SCHOOL I.D.# _____ DATE OF BIRTH _____
(first last)

SCHOOL: _____ GRADE AND/OR CLASS _____ ROOM _____

REASON FOR REFERRAL: (Describe specifically the problems experienced by this student)

Indicate Student's Strength:

A Review of School Records Indicates:

D

APPENDIX D

SPECIAL EDUCATION RESOURCE ROOM PROGRAM

Desirable Classroom Behavior Checklist

STUDENT _____ ROOM _____ CLASS _____

TEACHER _____ WEEK OF _____

DESIRABLE BEHAVIORS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOT.
ATTENDANCE - PUNCTUALITY						
-Present for entire class period						
-Enters class on time						
CLASSROOM BEHAVIOR						
-Sits in assigned seat and remains seated entire period						
-Removes hat, jacket or coat without being reminded by teacher						
-Comes to class prepared with pencil, pen, notebook, textbook, etc.						
-Pays attention and follows directions						
-Completes assignments neatly and accurately						
-Tries to do whatever work is assigned						
SOCIAL BEHAVIOR						
-Shows respect to teacher and other students--talks politely using such words as "thank you, you're welcome, excuse me, and please."						
-Avoids cursing, name-calling and other loud, abusive language						
-Raises hand to speak or ask questions. Does not yell-out or interrupt others						
Others:						

Total Number of Points

Teacher's Signature

APPENDIX E

RESOURCE ROOM MONTHLY PRESCRIPTIVE PLANNER

NAME_____ ROOM_____ DATE_____

TEACHER_____ AGE_____ GRADE_____

OBJECTIVE

	PRE-TEST		POST-TEST	
	DATE	SCORE	DATE	SCORE

STRUCTURED ACTIVITY

REINFORCEMENT ACTIVITY

SUGGESTED FOLLOW UP ACTIVITIES (CLASSROOM-HOME)

APPENDIX F

SPECIAL EDUCATION DIVISION

INDIVIDUALIZED EDUCATION PROGRAM (IEP) PLAN

STUDENT'S ADDRESS _____

STUDENT'S NAME (FIRST, LAST)		139
DATE OF BIRTH		PUPIL ID
SCHOOL	DISTRICT	IEP REVIEW DATE / TODAY'S DATE
TEACHER(S)		GRADE/PROGRAM

PRIMARY ASSIGNMENT(S)	STARTING DATE	EXPECTED DURATION OF SERVICE
SERVICES		

REASON FOR ASSIGNMENT(S):

ADMINISTRATOR/SUPERVISOR RESPONSIBLE FOR PROGRAM (NAME AND TITLE)

ADDRESS | PHONE

THE FOLLOWING PERSONS HAVE PARTICIPATED IN THE EDUCATIONAL PROGRAM PLANNING CONFERENCE:

SCHOOL DISTRICT REPRESENTATIVE (NAME AND TITLE)

TEACHER(S)

OTHERS

STUDENT | PARENT

PARENT RESPONSE: I ☐ DO ☐ DO NOT APPROVE OF THE INDIVIDUALIZED EDUCATION PROGRAM WHICH IS RECOMMENDED.

_____ *Signature of Parent*

_____ *Date*

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, you may request a hearing to resolve any differences by checking the space provided for disapproval and signing your name. To request a hearing, you must send your request within 20 days of the date of the program planning conference. You must send in your request within 10 days if you received it by mail.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 20 days of the program planning conference, it will indicate that you approve of the educational placement and program that was discussed at the conference and any revisions which are attached. No response also indicates that you waive the right to a hearing at this time.

EDUCATIONAL LEVELS & OBJECTIVES

SCHOOL	STUDENT'S NAME

ASSESSMENT PROCEDURES	CURRICULAR AREA	DESCRIPTION OF PRESENT EDUCATIONAL LEVELS	DATE	PROGRAM PLANNER

INSTRUCTIONAL AREA	ANNUAL GOALS	PROGRAM PLANNER

SHORT TERM OBJECTIVES	ASSESSMENT PROCEDURES	PRE - TEST		POST - TEST	
		DATE	SCORE	DATE	SCORE

S934 9/77 THE SCHOOL DISTRICT OF PHILADELPHIA

APPENDIX G

Instructional Area: Reading and Language Arts

Annual Goal: Rachel will observe and record data as related to the scientific method.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
1. Rachel will read words in the science experiments.	1. SAPA - Modules # 33, 40, 46	1. Given a list of 25 words used in the science experiments Rachel will be required to do, Rachel will read these words orally.	1. 75% accuracy.
2. Rachel will record the data she observes.	2. SAPA - Modules # 33, 40, 46	2. Using correct spelling, Rachel will record the data she observes.	2. 75% accuracy.

APPENDIX H

TELEPHONE, GR 6-4332

WEST PHILADELPHIA HIGH SCHOOL

FORTY-SEVENTH AND WALNUT STREETS

PHILADELPHIA, PA. 19139

October 5, 1976

Dear Parents:

We would like you to meet with us at 12 noon or 7 PM for a special meeting in the library of the school on October 12 and October 13, 1976. Please choose the time most convenient for you.

These meetings are most important for you and your child. The individual education program for your youngster will be discussed. Important information concerning the parent's role in the individual education program and the official paper forms that must be signed will be available.

Please make every effort to attend the meetings. The individual education program affects the quality of education your youngster will receive. You should take this opportunity to help us plan your child's educational program.

Sincerely yours,

WALTER H. SCOTT
Principal

I

APPENDIX I

REQUEST FOR PERMISSION TO EVALUATE

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and school address of the school official requesting permission for the evaluation (if the letter is typed on letterhead paper, this block may not be necessary).

Dear _____:
Complete name of student, parent, guardian, or surrogate parent

_____ would like to provide an evaluation for
School district

_____ to assure that he/she has an appropriate education
Student's complete name

program.

The student has been referred for evaluation for the following reasons: _____

_____

Our plan for evaluation includes:

Type of Test/Procedure	Proposed Date of Evaluation
_____	_____
_____	_____
_____	_____

You have the right to see and study all the information in the student's school record. Since all of your questions may not be answered by reviewing these records, you may also wish to meet with the evaluator(s) to discuss the recommended referral and/or the evaluation procedures. To obtain the student's records or to arrange a conference, you may call _____.
Specify staff member, phone number and hours during the day when he/she can be reached

If this evaluation shows that the student is eligible for special education programs and services, we will ask for your assistance in preparing an individualized education program.

You may already have enough information to reach a decision about the evaluation without reviewing the student's records or requesting a conference. If this is the case, please indicate your decision by signing in the appropriate space below.

If you agree to an evaluation as outlined above, please sign here:

_____
Signature of student, parent, guardian or surrogate parent

_____
Date

_____
Signature of parent, guardian, or surrogate parent

_____
Date

If you do NOT agree to an evaluation, as outl- above, at this time, please sign here. We will co- you to arrange a personal conference as soon as sible. You also have the right to request a hea- concerning this proposed evaluation.

_____
Signature of student, parent, guardian or surroga- parent

_____
Date

_____
Signature of parent, guardian, or surrogate paren-

_____
Date

Please return this letter in the enclosed envelope within 10 days of receipt. Thank you for your cooperati-

APPENDIX J

DUE PROCESS NOTICE

Name and Address of Student, Parent, Guardian or Surrogate Parent:

_____

_____

_____

_____

Date

Dear _____

This is your official notice of the recommended educational assignment and suggested program content for

_____

Name of Student and Present Educational Status

You are encouraged to participate with school personnel in a program planning conference to discuss this assignment and the recommended program content. Even if you agree with the proposed individualized education program plan (attached), your participation is desired so that you may be fully informed concerning the proposed program and placement. If you disagree with the outcome of this conference, you may request a hearing.

If you wish to participate in a program planning conference, sign and indicate this below; then return this page to the address below within 10 days if you received the notice by certified mail, or within 5 days if the notice was given to you at a conference.

If you do not return this notice within the time specified above, you waive the right to a program planning conference and hearing at this time.

For further information contact:

_____

_____

_____

Local School District and Responsible Official

_____

Signature of School District Superintendent

( ) I wish to request a program planning conference to discuss the educational assignment and program content proposed for the student.

( ) I do not wish to participate in a program planning conference. I accept the proposed placement and IEP plan for a period of one year.

_____ _____

Date *Signature of Parent, Guardian or Surrogate Parent*

_____ _____

Date *Signature of Parent or Guardian*

_____ _____

Date *Signature of Student*

APPENDIX K

STUDENT'S ADDRESS _____

SPECIAL EDUCATION DIVISION

INDIVIDUALIZED EDUCATION PROGRAM (IEP) PLAN

STUDENT'S NAME (FIRST, LAST) 146			
DATE OF BIRTH		PUPIL ID	
SCHOOL	DISTRICT	IEP REVIEW DATE	TODAY'S DATE
TEACHER(S)			GRADE/PROGRAM

PRIMARY ASSIGNMENT(S)	STARTING DATE	EXPECTED DURATION OF SERVICE

SERVICES		

REASON FOR ASSIGNMENT(S):

ADMINISTRATOR/SUPERVISOR RESPONSIBLE FOR PROGRAM (NAME AND TITLE)

ADDRESS | PHONE

THE FOLLOWING PERSONS HAVE PARTICIPATED IN THE EDUCATIONAL PROGRAM PLANNING CONFERENCE:

SCHOOL DISTRICT REPRESENTATIVE (NAME AND TITLE)

TEACHER(S)

OTHERS

STUDENT | PARENT

PARENT RESPONSE: I ☐ DO ☐ DO NOT APPROVE OF THE INDIVIDUALIZED EDUCATION PROGRAM WHICH IS RECOMMENDED.

_____ _____

Signature of Parent *Date*

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, you may request a hearing to resolve any differences by checking the space provided for disapproval and signing your name. To request a hearing, you must send your request within 20 days of the date of the program planning conference. You must send in your request within 10 days if you received it by mail.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 20 days of the program planning conference, it will indicate that you approve of the educational placement and program that was discussed at the conference and any revisions which are attached. No response also indicates that you waive the right to a hearing at this time.

EDUCATIONAL LEVELS & OBJECTIVES

SCHOOL	STUDENT'S NAME

ASSESSMENT PROCEDURES	CURRICULAR AREA	DESCRIPTION OF PRESENT EDUCATIONAL LEVELS	DATE	PROGRAM PLANNER

INSTRUCTIONAL AREA	ANNUAL GOALS	PROGRAM PLANNER

SHORT TERM OBJECTIVES	ASSESSMENT PROCEDURES	PRE - TEST		POST - TEST	
		DATE	SCORE	DATE	SCORE

158

147

159

APPENDIX L

PROGRAM PLANNING CONFERENCE RESPONSE

_____
Date

Dear _____

The following persons have participated in the educational program planning conference:

I. Program Planning Conference

	(Name)	(Date)
LEA Representative:	_____	_____
Teacher:	_____	_____
Other:	_____	_____
Other:	_____	_____
Other:	_____	_____
Student:	_____	_____
Parent, Guardian or Surrogate Parent:	_____	_____
Parent or Guardian:	_____	_____

II. Instructions

If you approve of the educational placement and program recommended for the student, please check the space provided for approval and sign your name. If revisions were made in the recommended assignment and program as a result of the conference, you will receive a written notice describing the revisions.

Once you indicate approval, the program will be implemented.

If you disapprove of the educational placement or program recommended for the student, you may request a hearing to resolve any differences by checking the space provided for disapproval and signing your name. To request a hearing, you must send your request within 20 days of the date of the program planning conference. You must send in your request within 10 days if you received it by mail.

If you indicate disapproval, the program will not be implemented. No change in assignment will occur until the decision of the hearing officer is received. Please review the notice which was previously sent to you. It contains an outline of hearing procedures.

If you do not respond within 20 days of the program planning conference, it will indicate that you approve of the educational placement and program that was discussed at the conference and any revisions which are attached. No response also indicates that you waive the right to a hearing at this time.

III. Response

Please check one and sign.

( ) I approve of the educational placement and the individualized education program which is recommended.

( ) I disapprove of the educational placement and/or the individualized education program which is recommended and request a hearing.

_____ _____

Date *Signature of Student, Parent/Guardian or Surrogate Parent*

_____ _____

Date *Signature of Parent/Guardian*

IV. Open or Closed Hearings

If you requested a hearing, you have the right to decide whether it will be open to the public or closed and private.

If the hearing is closed and private, then only you, the student (if appropriate), your representative(s), school officials, other witnesses, the hearing officer and the recorder will be present. When a hearing decision is made, it will only be released in an identifiable form to you and to those persons who must implement it.

If the hearing is open to the public, anyone may attend it. When a hearing decision is made, it may be released with the student's name and will be available to interested persons. The transcript, letters, documents, reports, test results and other material from the hearing will not be released to the public beyond the extent to which they appear in the decision.

Please check one and sign.

( ) I wish this student's hearing to be open to the public.

( ) I wish this student's hearing to be closed and private.

_____ _____

Date *Signature of Student, Parent/Guardian or Surrogate Parent*

_____ _____

Date *Signature of Parent/Guardian*

NOTE: Unless you indicate otherwise, the hearing will be a closed hearing.

M

APPENDIX M

LETTER TO REQUEST PARTICIPATION IN IEP PLAN CHANGES

Address block giving the name and address of the student, parent, guardian, or surrogate parent.

Address block identifying the name, title, school and school address of the school official sending this letter (if the letter is typed on letterhead paper, this block may not be necessary).

Dear _____:

Student, parent, guardian or surrogate parent

We wish to make major revisions in _____ individualized education

Student's complete name

program plan and encourage you to join with educational personnel in a conference for this purpose. Even if you agree with the proposed individualized education program plan (attached), your participation is desired so that you may be fully informed concerning the proposed program and placement.

You, as the student, parent, guardian or surrogate parent, may waive your right to participate in revising this plan at this time by signing below. Your failure to respond to this letter within 10 days will indicate a waiver of your right to participate in IEP planning.

_____

Individualized education program planner

I would like to participate in revising the student's individualized education program. I can be reached at the following telephone number:

Phone Number: _____

Time of Day: _____

Phone Number: _____

Time of Day: _____

or at the following address:

_____

_____

_____

Signature of student, parent, guardian or surrogate parent *Date*

_____

Signature of parent, guardian or surrogate parent *Date*

I do not desire to participate in the revision of the student's education program and accept the attached proposed revision.

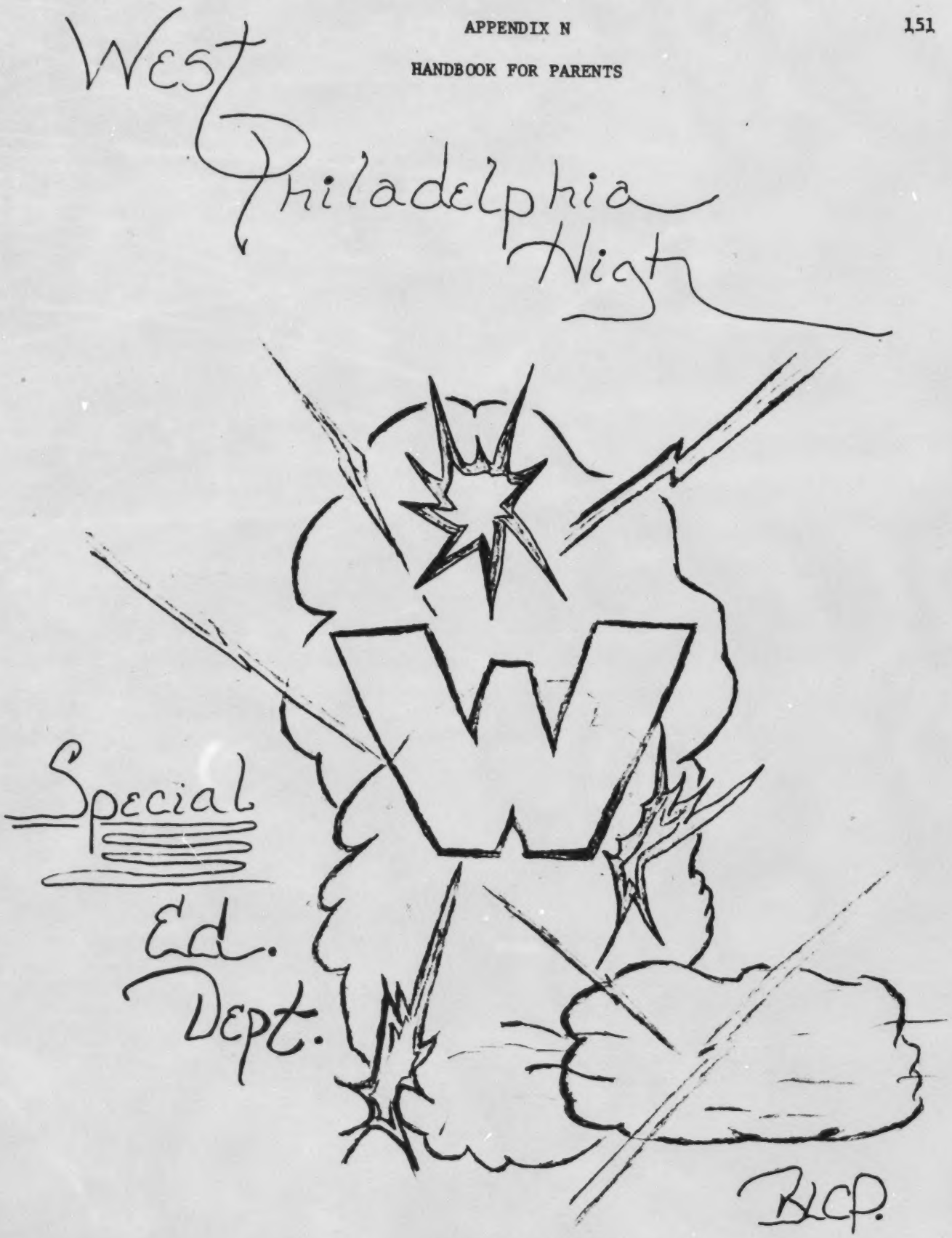
_____

Signature of student, parent, guardian or surrogate parent *Date*

_____

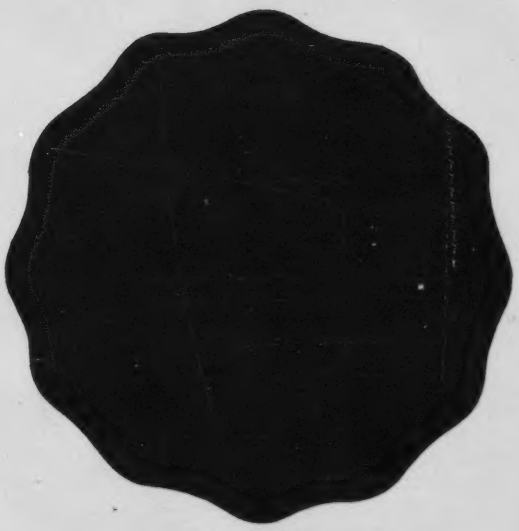
Signature of parent, guardian or surrogate parent *Date*

HANDBOOK FOR PARENTS



WEST PHILADELPHIA

HIGH SCHOOL



MAINSTREAMING HANDBOOK

FOR

PARENTS

Dear Parent:

We welcome you to West Philadelphia High School as part of the West Philadelphia High School family. Your child is now attending one of the largest and most innovative schools in Philadelphia - one that provides each student with educational and career opportunities second to none.

This Mainstreaming Guide has been prepared in order to help you become familiar with our school and its program of studies.

We hope your participation at West will be pleasant, productive and profitable.

Good luck to you!

Sincerely yours,

WALTER H. SCOTT
Principal

MAINSTREAMING

"Mainstreaming" has become a new word in educational circles. Mainstreaming has been successful and the evidence supporting it is definitely positive.

Mainstreaming means enrolling and teaching exceptional children in regular classes for the majority of the school day under the charge of the regular class teacher, and assuring that the exceptional child receives education of high quality to the fullest extent.

Mainstreaming involves an educational placement procedure and process for exceptional children, based on the conviction that each child should be educated in the least restrictive environment in which his or her educational and related needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of special educational needs, varying greatly in intensity and duration; that there is a recognized continuum of educational settings, which may be appropriate for an individual child's needs; that to the maximum extent appropriate, exceptional children should be educated with non-exceptional children; and that special classes, separate schooling, or other removal of and exceptional child from education with non-exceptional children should occur only when the intensity of the child's special education and related needs is such that they cannot be satisfied in an environment including non-exceptional children even with the provision of supplementary and supportive services.

Individualized Educational Prescription

The Invididualized Educational Prescription is a written statement jointly developed by a qualified school official, by the students' teacher, and the student. The parents read the written statement and sign to prove they are aware of the I. E. P.

The written statement includes an analysis of the students' present achievement level, a listing of both short-range and annual goals, an identification of specific services that will be provided toward meeting those goals, and an indication of the extent to which the pupil will be able to participate in regular school programs. Part of the statement will be a notation of when these services will be provided, how long they will last, and a schedule for checking on the progress being achieved under the plan and for making any revisions in it that may seem called for. See sample of the prescription form which follows.

Resource Room

The resource room is a teaching learning environment where students with special educational needs are instructed for a limited period of the school day.

The resource room program seeks to improve learning behavior and other behaviors associated with learning through the use of diagnostic-prescriptive teaching procedures. While the curriculum content is seen to focus on developmental aspects in language arts and arithmetic,

the concern of the program encompasses all aspects of the educational, emotional, and social development of the child.

The Goals of the resource room are:

1. To provide educational testing and evaluation services for exceptional pupils and to develop new methods to meet the educational needs of these pupils.

2. To develop, implement, and follow through on individually prescribed educational programs.

3. To consult with parents and other concerned individuals in order to foster better understanding of the dynamics of educational growth for exceptional students as well as factors which support the growth process.

SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF SPECIAL EDUCATION
EDUCATIONAL RE-EVALUATION FORM

Date_____

1. School Data

School_____ Dist._____ Type of Class_____

2. Student Data

Name_____ Date of Birth_____

Address_____ Phone_____

Attendance: Present_____ Absent, Exc._____ Absent, Unexc._____
Last Psychological_____

3. Program Data

Present Program (Date Admitted)_____

Curricular Areas Instructional Setting

_____

_____

_____

_____

_____

_____

4. Supportive Services

School District_____

_____

Other_____ Location_____

_____ Location_____

5. Medical Data

Medication_____

_____

Contra-indications_____

_____

6. Special Talents and Interests

_____

_____

7. Progress Since Last Evaluation

Academic_____

_____

_____

_____

Social _____

_____

_____

_____

Personal _____

_____

_____

_____

8. Parental Comments

_____

_____

_____

_____

9. Team Recommendation (s)

Continue in resent program/placement

Psychological Re-evaluation

Within-program changes as below:

_____

_____

_____

10. Re-evaluation Team Members

Name	Position
_____	_____
_____	Principal
_____	Teacher
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. I hereby certify that I have read the re-evaluation of

_____

Date _____

_____

Parent (s) or Guardian Signature

WHOM TO CALL IF YOU HAVE A QUESTION OR CONCERN!!!

1. Certification for Graduation - Counselor - Mrs. Miller credits, grades, school property	
2. Senior Activities and Yearbook	Miss Ola I. Taylor
3. Post-High School Plans	Mrs. Mary Stewart
4. Classroom Concerns	Department Heads
	English - Mr. Roddy
	Social Studies - Mr. Mauskopf
	Counselor - Mrs. Stewart
	Industrial Arts - Mr. McMichael
	Home Economics - Mrs. Morinieri
	Physical Education Mr. Redmond
	Special Education - Miss Taylor
	Music and Art - Miss Taylor
	Math - Dr. Katz
	Science - Mr. Ehrlich
	Business - Mr. McFadden
5. Student Government	Mr. Moody
6. Young Women	Mr. LaRocca
7. Young Men	Mr. Gibbs
8. School Nurse	Mrs. Pettigrew
9. Check Attendance	Ask for Room 141
10. School Community Coordinator	Mrs. Doris Blake
11. Transcripts	Room 147
12. School Work Program	Mrs. E. Kelner Mrs. J. Boggs Mr. Clifford Robinson

13. School Lunch Program and Other Financial Assistance	Mrs. Miller
14. Inclement Weather	Don't call - Listen to KYW 1060 on Dial
15. Tutoring	Mr. Weisman, Room 300
16. Athletic Events	Mr. Redmond, Athletic Director
17. Home and School Association	Mr. Gibbs
18. .....and when all else fails	Mr. Walter H. Scott, Principal

ACTIVITIES

Each student is eligible for the activity or activities of his choice.

Basketball
Bowling
Cheerleaders
Chess Club
Club Finest
Junior Class Officers
Sophomore Class Officers
Senior Class Officers
Color Guard
Debating Club
Distributive Ed. Club
Dramatics Club
Dramatics Club
Drum Majorettes
Flame (Yearbook)
Gospel Choir
Gymnastics
Football
Orchestra & Band
Photography Club
Political Union Club
School Newspaper
Soccer
Swimming
Student Government
Tennis
Track
T. V. Communications
Varsity Club
Weight Lifting
West Indies Club

GRADUATION REQUIREMENTS

3	Units of English
1	Unit of Health and Physical Education
2	Units of Social Science (including American History)
1	Unit of Science
1	Unit of Mathematics
5	Units in Elective subjects
13	Minimum number of units

Elective subjects are offered only when student registration is of sufficient size to create a class.

The planning of any educational program is a difficult and important task — one that will affect your lives for years to come. Students are urged to continually consult with the administration of this school, guidance counselors, teachers and their parents before deciding upon a program of study. Changes in course and subject selection are made only at the beginning of each school year.

All subjects earn 1 unit unless otherwise stated. All classes meet 5 periods a week unless otherwise stated.

SUBJECT SELECTION

PLANNING GUIDE FOR STUDENTS AND PARENTS

The choice of elective subjects should relate to a student's educational and vocational goals.

1. Students planning on employment in the mechanical or industrial [illegible] should elect the exploratory shop course in order to have an experience with the various materials and tools. A major in the preferred shop may then be taken in the following year. Shops available are: architectural drawing, automobile, electric, graphic arts, machine, mechanical drawing, and wood.

2. Students planning on employment in the various aspects of home economics, such as food preparation, fabric design, child care, and related areas, should elect one of the major subjects available in this field.

3. Students whose educational-vocational goals are still undecided may profitable make selections from various subject areas in order to help them determine subjects of greatest interest and discover aptitudes. For such students, the help of counselors is of special benefit.

ART

ART 1

Periods per week	5
Recommended grade	10

Creativity, individuality, and esthetic perception are encouraged through demonstrations and individual practice. Stress is placed on study of forms, and color and design, as well as experimentation in creative expression through print-making, textile weaving, and ornamentation of fabrics. Techniques include use of pencil, ink, pastel, water color, opaque and other media.

ART 2

Periods per week	10
Credit	2 units
Recommended grade	11
Pre-requisite	Art 1

Emphasis placed on exploration of processes and materials and creative interpretation of the subject. Also emphasized in learning to "see"; to understand the work of art.

This course is preparation for art college.

ART 3

Periods per week	10
Credit	2 units
Recommended grade	12
Pre-requisite	Art 2

Emphasis is placed on enrichment and development of individual approach to art. Another important project to be considered as a part of the twelfth year program is the preparation of portfolios to be submitted to the Division of Art Education as part of the requirements for Board of Education art scholarships, as well as for admission to art schools and colleges.

GENERAL ART

Periods per week	5
Recommended grade	10, 11, 12

A variety of art experiences stressing originality of ideas and development of individual abilities. All of the different art materials are used in traditional and modern modes of expression. The students meet for one period each day.

Appreciation of art is also part of the General Art program.

CRAFTS

Periods per week	5
Recommended grade	10, 11, 12

The aim of the class in crafts is the development and appreciation of the role of originality, invention and design in common objects, plus the development of practical skills in techniques applied in producing them.

In these classes we design, make, and embellish many useful objects. The projects are devoted to work in such common materials as: paper, wood, metals, clay, paints, papier maché, cloth, etc. Techniques include weaving, woodworking, basketry, stitching, embroidery, knitting, crocheting, metalcraft, bookbinding, sculpturing, carving, rug-making, picture-making, and experiments in the ornamentation of fabrics which encompass: tie and dye, batik, stencil, block printing.

BUSINESS EDUCATION

ACCOUNTING

Periods per week	5
Recommended grade	12
Pre-requisites	Bookkeeping 2 or consent of department.

Covers the accounting cycle, accounting principles, records and statements, and the contribution of accounting to the planning fuction of management. College-bound seniors who intend to major in the fields of business administration or accounting would benefit from this course.

BOOKKEEPING 1

Periods per week	5
Recommended grade	11

The basic principles of the double-entry bookkeeping cycle are introduced. This includes journalizing, posting, and the preparation of financial statements for both service and merchandising types of businesses. In addition, the handling of checking accounts and bank reconciliations, preparation of simple payrolls and the application of data processing to the above are included. Bookkeeping 1 is a foundation course to prepare non-college and college-bound youth for advanced training leading to careers in bookkeeping or accounting.

BOOKKEEPING 2

Periods per week	5
Recommended grade	12

Students who do well in Bookkeeping 1 should be encouraged to continue in Bookkeeping 2. This course introduced advanced bookkeeping concepts including departmental and payroll records; adjusting entries; partnership and corporation records; voucher and inventory systems; recording notes, drafts and taxes; and automation as applied to bookkeeping and accounting. Practice sets are utilized as summary activities.

BUSINESS LAW AND ECONOMICS

Periods per week	5	166
Recommended grade	12	

Includes a study of the purposes, functions, financing, and types of business organizations. Money, banking, credit, distribution, foreign trade, insurance and the place of the individual in the business world are covered.

Presents the principles of business law needed for alert citizens of today. The structure of our general laws and operation of our court system are presented. The basic rules under which business operates, including contracts, bailments, agency, employment, property, buying and selling, and negotiable instruments are covered. The importance of law as it affects both the consumer and business is emphasized.

CLERICAL PRACTICE 1

Periods per week	5
Recommended grade	10

Acquaints students with the purposes of and need for record keeping. The skills and knowledges needed to process records are taught. Emphasis is placed upon the development of work habits and attitudes demanded by employers. Topics taught include the handling of cash, sales, stock, purchases, and payroll records. In addition, the basic skills of handwriting, spelling, and arithmetic are stressed. This course is recommended for students who are interested in an office occupation but are not interested in bookkeeping or shorthand.

CLERICAL PRACTICE 2

Periods per week	5
Recommended grade	11
Pre-requisites	Clerical Practice 1

Stresses the informational aspects of office work. In addition to business vocabulary, units in filing, income taxes, use of the telephone in business, credit management, office communications, receptionist duties, mail handling, and Philadelphia place geography are included. Emphasis on spelling and arithmetic is continued.

CLERICAL PRACTICE 3

Periods per week	5
Recommended grade	12

Prepares students for employment testing by business and civil service agencies. Reviews and strengthens the knowledges, attitudes and skills necessary for vocational competency in clerical positions. Included is a comprehensive review of spelling, business vocabulary, business math, communication skills and filing practice.

Job opportunities are examined, and students are taught how to apply for and secure a job by learning how to write letters of application, prepare resumes, fill in application blanks, and conduct themselves in the job interview.

COOPERATIVE OFFICE EDUCATION

Periods per week	20
Credit	4 units
Recommended grade	12
Pre-requisites	Typing 1, and either Bookkeeping 1, or Stenography 1

Offers pupils interested in office careers an accelerated program which supplements school instruction with on-the-job training. Pupils enroll for the entire senior year. From September to January they attend school full time. From February to June they are placed in paid, school-supervised jobs with leading Philadelphia firms on an alternate-week basis. Upon graduation they are offered full-time jobs with their COE employer. They receive full credit for all school subjects.

DISTRIBUTION 1

Periods per week	5
Recommended grade	11

Deals with the career opportunities available in the broad area of distribution - primarily the selling of merchandise and services. It trains students to develop the skills and competencies needed for job success. It includes a study of techniques of selling and information about specific products.

DISTRIBUTION 2

Periods per week	5
Recommended grade	12
Pre-requisites	Distribution 1

Contains information concerning business organizations, fashion and design, laws related to business, and provides an opportunity to prepare advertisements and store displays.

DISTRIBUTION 2 COOPERATIVE

Periods per week	20
Credit	4 units
Recommended grade	12
Pre-requisites	Distribution 1

In 12th grade - popularly called Distributive Education (DE). The students attend school one-half day and receive instruction in English, social studies, and distribution. The other half-day is spent on a job at duties related to careers in distribution. Students are paid regular wages and are supervised by their teacher-coordinators.

TYPEWRITING 1

Periods per week	5
Recommended grade	10

Every student who expects to prepare for office occupations should take typewriting. It is a skill so universally used that it will be of value to all students regardless of their career objective. Emphasis is placed on correct techniques and proper work habits as the foundation for accurate and productive typing development. The course includes simple tabulation, rough drafts, straight copy, manuscripts, business letters, and business forms.

TYPEWRITING 2

Periods per week	5
Recommended grade	11
Pre-requisites	Typing 1

Designed to prepare students to meet office employment standards for entry jobs in typewriting. Emphasis is placed on continuing development of skills, knowledges, and work habits essential to successful typewriting. Stress is placed on speed and accuracy, problem solving, and production. Students will have an opportunity to improve their typing through a wide variety of job assignments including specialized reports, business letters, simple and involved tabulations, rough drafts and other business forms.

TYPEWRITING 3

Periods per week	5
Recommended grade	12
Pre-requisites	Typing 2

An advanced course designed to give students preparation in depth to enable them to meet employment standards for a position where production typing is a major requirement. Emphasis is placed on speed development, proficiency in numbers, office production, letters with multiple carbons, ditto masters and stencils, and composition at the typewriter.

WORK EXPERIENCE - JOB RELATIONS

Periods per week	5
Recommended grade	10, 11, 12

Provides an opportunity for relating job experiences and needs to the classroom, and develops proper attitudes, habits, and understandings which are vital to success on the job. Includes basic information related to the world of work, getting and holding a job, wages and payroll deductions, safety practices, union management relations, and career planning for students enrolled in work experience programs.

ENGLISH

ENGLISH 2

Periods per week	5
Recommended grade	10
Pre-requisite	English 1

Meets the requirements of the second year of the four needed for high school graduation. It is a comprehensive course concerned with each student's oral expression, reading comprehension, listening skills, and understanding of life through literature. The emphasis is on basis skills of comprehension and written expression.

ENGLISH 3

Periods per week	5
Recommended grade	11
Pre-requisite	English 2

Meets the requirements of the third year of the four needed for high school graduation. It is a comprehensive language arts course with emphasis on usage skills and inferential learning through literature.

ENGLISH 4

Periods per week	5
Recommended grade	12
Pre-requisite	English 3

Meets the requirements of the fourth year of the four needed for high school graduation. It is a comprehensive language arts course with the emphasis on logical and effective written and oral expression, and an understanding of the various genres of literature and their uses.

READING 2
READING 3
READING 4

Periods per week	2
Recommended grade	10, 11, 12

Given twice a week to students in English 2, 3, and 4, and have as their goal a grade level improvement in each student's reading skill. The courses are geared to meet student needs and concern sight vocabulary, phonics, comprehension, inferences, speed reading, and study skills.

AFRO-AMERICAN LITERATURE

Periods per week	5
Recommended grade	11, 12

An elective course surveying the title field from a background view of African history, through early black American poets, the writers of the Harlem Renaissance, modern black writers of prose and poetry, to contemporary writing in plays, periodicals, and newspapers.

CURRENT WORLD LITERATURE

Periods per week 5
Recommended grade 11, 12

An elective course designed to help students to further their understanding of people and events of the modern world through readings in the literature of the world today. It is an introduction to international and interlingual literature with the stress on the most recent works.

JOURNALISM

Periods per week 5
Recommended grade 11, 12

An elective course whose aims are threefold: training in the skills of newspaper writing, comparing and contrasting newspaper viewpoints and techniques, and creating a student newspaper. It is open to all students interested in this creative activity.

PUBLICATIONS

Periods per week 5
Recommended grade 12

A course for seniors concerned with the skills necessary to the preparation of the school yearbook. Students solicit ad subscriptions, handle photo and interview scheduling, create the written material, and design and lay out the yearbook of the graduating class.

PUBLIC SPEAKING

Periods per week 5
Recommended grade 12

An elective course dealing with oral skills: inflection, diction, timing, volume, and tone; and the literary skill: Choosing a subject, organization, researching and writing. It also concerns various types of speeches and their purposes. It is open to any students interested in improving their speaking techniques.

HOME ECONOMICS

CLOTHING: DESIGN, CONSTRUCTION, AND ALTERATION

Periods per week	10
Credit	2 units
Recommended grade	11, 12
Pre-requisites	Clothing 2 or 3

All phases of clothing design, construction and alteration with emphasis on careers in the field.

CONSUMER EDUCATION

Periods per week	5
Recommended grade	10, 11, 12

Coed -basics in consumer education; the how, what and when of buying; loans and insurance; emphasis on how to get the most from a dollar.

FOODS 2
FOODS 3
FOODS 4

Periods per week	5
Recommended grade	10, 11, 12
Pre-requisites	Taken in sequence

Coed — for students who want to learn basic food preparation techniques and theory with emphasis on the problems of food and nutrition.

FOOD SERVICE 1
FOOD SERVICE 2
FOOD SERVICE 3

Periods per week	15
Credit	3 units
Recommended grade	10, 11, 12
Pre requisites	Taken in sequence

Coed — large quantity cookery experience with emphasis on preparing students for careers in the food service industry. Related paying jobs secured during training in 11th and 12th grades.

INDUSTRIAL ARTS

DRAFTING 1	Periods per week	5
DRAFTING 2	Recommended grade	10, 11, 12
DRAFTING 3	Pre-requisite	Taken in sequence

This course is designed for the student who has had no previous exposure to mechanical drawing. It will familiarize the student with the tools and concepts used in industry through one view, two view, three view orthographic projection, auxiliary and development drawings.

ELECTRICITY/ELECTRONICS 1, 2, 3 (Commercial)	Periods per week	10
	Recommended grade	10, 11, 12

This course is designed to provide the student with the basic knowledge that he will need as a consumer of commercial-electrical/electronic products. It will give the student the basic knowledge of the jobs within the fields of commercial electricity and electronics for vocational guidance, a basic knowledge of maintenance, repair and trouble shooting techniques of commercial-electrical/electronic equipment, and basic knowledge in safety practices.

ELECTRICITY/ELECTRONICS (Communications)	Periods per week	10
	Recommended grade	10, 11, 12

Provides the student with knowledge he will need as a consumer of electronic communications equipment, information about jobs within the field of electronic communications, a basic knowledge of maintenance, repair, and trouble shooting techniques of electronic communications equipment, and safety practices involved.

ELECTRICITY/ELECTRONICS (Industrial)	Periods per week	10
	Recommended grade	10, 11, 12

Provide the student with the basic knowledge that he will need as (1) a consumer of industrial-electrical/electronic products, (2) the jobs within the fields of industrial electricity, (3) maintenance, repair, and trouble shooting techniques of industrial-electrical/electronic equipment, and (4) related safety practices.

GRAPHIC ARTS

PRINTING 1

Periods per week	10
Recommended grade	10, 11, 12

Introduction to typography. The student will learn printer's terms, math, spacing units and composition. After preliminary instruction on the basics, the student will set intermediate and advanced lessons in typography. This gives the student a sound foundation upon which to build a thorough knowledge of printing.

PRINTING 2

Periods per week	10
Recommended grade	10, 11, 12
Pre-requisite	Printing 1

Letterpress Printing: The student will learn the basic fundamentals of presswork on the hand-fed platen press. After mastering the platen, he advances to the Heidelberg Automatic Platen and completes the advanced lessons on letterpress.

PRINTING 3

Periods per week	10
Recommended grade	10, 11, 12
Pre-requisite	Printing 2

Upon successful completion of levels 1 and 2, the student applies this knowledge to "live" work in the shop. "Live" work consists of printing for the school, Home and School Association, students' individual needs, etc. Work is done exactly as it is in industry and prepares the student for work in the printing trade.

MATHEMATICS

ALGEBRA I

Periods per week 5
Recommended grade 10

The characteristics of the real number system are discussed as appropriate throughout the course. The principal topics include sets, the number line, operations with positive numbers, negative numbers and zero, linear equations, operations with integral exponents, operations with polynomials, special products and factoring, operations with rational expressions, square roots, solution of quadratric equations.

ALGEBRA II

Periods per week 5
Recommended grade 11
Pre-requisites Algebra 1, Geometry

Taught in 11th grade or later. (Ashort review of Algebra 1 is included in the presentation of Algebra 2). The real number system is explored more regorously than relations, systems of natural numbers and integers, the rationals and the reals, equations and inequalities, polynomials, factoring, coordinate geometry, locus, the linear function, quadratic equations and functions, algebraic and graphic solution of quadratics (both equations and inequalities), introduction to trigonometry, the complex number system, graphic of second degree equations in 2 variables, linear systems of equations in 3 variables, quadratic systems, exponents, logarithmic calculation, sequences, series permutations and combinations, the binomial theorem, and 10 lessons in computer appreciation.

GENERAL MATHEMATICS II

Periods per week 5
Recommended grade 10

This subject includes the tools of mathematics (estimation, sets, the number system, introduction to algebra, equations, ratio and proportion). A total of approximately 12 weeks is devoted to the preceding topics. The remaining weeks are given over to the mathematics of installment buying, elementary proofs and constructions in geometry, graphs, right triangle trigonometry, car ownership, statistics and probability, the mathematics of home ownership, compound interest and investments, arithmetic to bases other than 10, taxes, checking accounts, the metric system and some recreational mathematics.

MUSIC

CHOIR 1 CHOIR 2 CHOIR 3	Periods per week Recommended grade	5 10, 11, 12

A vocal ensemble which will study voice technique and style. The literature will be representative of major composers from the formal, as well as, the folk traditions. Music reading is not a pre-requisite; major credit will be given to all participating students.

HARMONY 1	Periods per week Recommended grade	5 10, 11

A continuation of Theory and Practice on a much more sophisticated level with the addition of keyboard harmony and four-part writing related to the harmonic and polyphonic style of J. S. Bach. This course is required for those students wishing to major in music at the college level.

HARMONY 2	Periods per week Recommended grade Pre-requisite	5 11, 12 Harmony 1

An advanced course evolving from Harmony 1 dealing with a comprehensive study of compositional style of various composers; melodies, harmonies and structural analysis; orchestration; and individual composition emulating twentieth century techniques.

JAZZ WORKSHOP 1 JAZZ WORKSHOP 2 JAZZ WORKSHOP 3	Periods per week Recommended grade Pre-requisite	5 10, 11, 12 Taken in sequence

Any student wishing to take this subject must be able to read music. Only instruments which are suited to the jazz band media will be used (e.g. trumpets, trombone, saxaphone, piano, bass, drums, guitar).

ORCHESTRA AND BAND 1 ORCHESTRA AND BAND 2 ORCHESTRA AND BAND 3	Periods per week Recommended grade Pre-requisite	5 10, 11, 12 Taken in sequence

An instrumental ensemble which is rostered during the regular school day and in which students will receive major credit for their participation in rehearsals and performances. Instruments and private lessons will be provided for students who take part in this program. The repertoire consists of classical, as well as, popular selections which are designed to develop technical and musical skills.

THEORY AND PRACTICE

Periods per week 5
Recommended grade 11, 12

Music theory and practice is designed to familiarize the student with the rudiments of music. Included in this subject are the following: music reading, sight singing, scale and chord construction, elements of rhythm, aural identification of pitch, literature and history and elementary composition. Theory and practice will accommodate the student who desires a professional career in music as well as the student who wishes to increase his musical capacity but intends to pursue another vocation after high school.

MUSIC APPRECIATION

Music appreciation is designed to give the students a capsule view of music history. The great composers and their masterpieces are introduced. Included is the music of ages to the present day.

OCCUPATIONAL SHOPS

CHILD CARE — See Home Economics

CLOTHING CONSTRUCTION — See Home Economics

FOOD SERVICES — See Home Economics

TAILORING 1

Periods per week	10 or 15
Credit	1 or 2 units
Recommended grade	10, 11, 12
Pre-requisites	Taken in sequence

The first year begins with orientation in the daily shop procedures, and the value of vocational programs as an integral part of the educational system. Objectives of the course are as follows: The fundamentals of needle work and the use of electrical sewing machines. The skills include: hand sewing, machine operation, pattern drafting, layout, marking, cutting, assembling, fitting, finishing and the pressing of cloth garments along with trade theory. Emphasis is placed upon trouser making, pressing and minor alterations in the first year. Instruction is individualized and every student is permitted to progress according to his ability.

TAILORING 2

Periods per week	15
Credit	2 units
Pre-requisites	Tailoring 1

Tailoring 2 is designed primarily to reinforce the fundamentals achieved in Tailoring 1. Some of the objectives of the course are as follows: Taking direct measurements, pattern manipulation, cloth selection for certain types of garments, trouser making, vest making, and repair work such as altering the waist, cuffs, coat sleeves and shortening and lengthening coats. Methods of mass production are learned through class projects and educational execursions to private industry. Emphasis is placed upon individualized instruction. Tailoring 2 emphasizes construction of the trousers and vest.

TAILORING 3

Periods per week	15
Credit	2 units
Pre-requisites	Tailoring 2

Tailoring 3 will give the more advanced student an opportunity to specialize in one of the many sub-divisions. Tailoring 3 places particular emphasis on the construction of the coat and major alterations. Instruction is given in making undercollars, sleeves, shaping, basting linings, button hole making, assembling and finishing the coat by hand and machine. Contemporary styles, original creativity is encouraged as a way of developing self-expression. Related instruction include the use of fractions to determine the quantity of the cost of cloth, and where and how to apply for employment.

UPHOLSTERY 1

Periods per week	10 or 15
Credit	1 or 2 units
Recommended grade	11, 12
Pre-requisite	Taken in sequence

An introduction to the equipment and machinery used in the furniture upholstering trade. A knowledge and use of upholstery hand tools and upholstery supplies. Principles and skills of furniture upholstering to be practiced on actual jobs.

UPHOLSTERY 2

Periods per week	10 or 15
Credit	1 or 2 units
Recommended grade	11, 12
Pre-requisite	Upholstery 1

A knowledge of job safety. A knowledge of wood and wood finishing. Intensive practice of the principles and skills used in the furniture upholstering trade. Advanced operation of equipment, machinery, and sewing machines used in the upholstering trade. A knowledge of job opportunities of the trade. A study of furniture styles, design, and fabrics. Uses of various foam rubber products.

PHYSICAL AND HEALTH EDUCATION - BOYS

PHYSICAL EDUCATION 2
PHYSICAL EDUCATION 3
PHYSICAL EDUCATION 4

Periods per week: 2, 3, or 4
Recommended grade: Required

Fall Sports:	Fundamentals of Football, Soccer and Cross Country
Winter Sports:	Fundamentals of Basketball and Gymnastics
Spring Sports:	Fundamentals of Baseball, Softball, Track and Field, Golf and Tennis

The Physical Education program aims at improving the physical fitness of all students.

HEALTH EDUCATION

Periods per week: 1
Recommended grade: Required

In all Health Education courses, the intent is to have the pupils obtain sufficient knowledge of the various aspects of health so that they will develop the proper health habits and attitudes which will serve them throughout life.

HEALTH EDUCATION 2

Periods per week: 1
Recommended grade: Required

Covers such subjects as grooming, nutrition, youth (sex information) education, fitness, alcohol, tobacco, narcotics, and vacation health hazards.

HEALTH EDUCATION 3

Periods per week: 1
Recommended grade: Required

Encompasses medical examinations, care of the sick, prevention and care of athletic injuries, public health, national health problems, communicable diseases, first aid, and health in public emergencies.

HEALTH EDUCATION 4

Periods per week: 1
Recommended grade: Required

Concerns such topics as marriage and family life, mental health, and living away from home.

NOTE

There is instruction in the hazards related to tobacco, alcohol, and narcotics at each grade level.

PHYSICAL AND HEALTH EDUCATION - GIRLS

PHYSICAL EDUCATION 2

Periods per week 2, 3, or 4
Recommended grade Required

Marching and tactics
6 fundamental free exercises without music
3 free exercises set to music
1 dance exercise set to music
Apparatus exercises on horses, rings, ropes, balance beams
Volleyball and basketball sports skills
Physical Fitness Exercises twice a year

PHYSICAL EDUCATION 3

Periods per week 2, 3, or 4
Recommended grade Required

3 free exercises set to music
2 ballet exercises set to music
1 rhythmics exercises set to music
1 Spanish dance set to music
1 Sailor dance set to music
Volleyball and basketball sports skills
Physical Fitness twice a year
Marching and tactics
Apparatus exercises on horses, rings, ropes and balance beams

PHYSICAL EDUCATION 4

Periods per week 2, 3, or 4
Recommended grade Required

2 free exercises set to music
1 ballet exercise set to music
1 rhythmics exercise set to music
1 Persian dance set to music
1 Tango set to music
Volleyball and basketball sports skills
Apparatus exercises on horses, balance beams, rings and ropes
Marching and tactics
Physical Fitness twice a year

HEALTH EDUCATION

Periods per week 1
Recommended grade Required

In all Health Education courses, the intent is to have the pupils obtain sufficient knowledge of the various aspects of health so that they will develop the proper health habits and attitudes which will serve them throughout life.

HEALTH EDUCATION 2

Periods per week 1
Recommended grade Required

Covers such subjects as grooming, nutrition, youth (sex information) education, fitness, alcohol, tobacco, narcotics, and vacation health hazards.

HEALTH EDUCATION 3

Periods per week 1
Recommended grade Required

Encompasses medical examinations, care of the sick, prevention and care of athletic injuries, public health, national health problems, communicable diseases, first aid, and health in public emergencies.

HEALTH EDUCATION 4

Periods per week 1
Recommended grade Required

Concerns such topics as marriage and family life, mental health, and living away from home.

NOTE

There is instruction in the hazards related to tobacco, alcohol, and narcotics at each grade level.

SCIENCE

ASTRONOMY Periods per week 5

A broad survey of the solar system as well as outer space. The course includes study of the sun as the center of the solar system and as a star, the solar system, constellations, galaxies, nebula, types of stars, and the universe.

BIOLOGY 1

Periods per week	5 or 6
Recommended grade	10

A study of all life with particular emphasis on the dependency of man on the other life forms. The cell as the fundamental life form is studied in detail. The laboratory is used for the study of large and small structures.

GENERAL BIOLOGY

Periods per week	5
Recommended grade	10

This class studies life and its beginnings, the cell, and the human body and conservation. It shows how man depends on other life forms.

EARTH SCIENCE

Periods per week	5
Recommended grades	10, 11, 12

This course will cover with varying thoroughness the following areas: the solar system, formation and history of the earth, oceans, geology, volcanoes, earthquakes, and meteorology.

PARASITOLOGY

Periods per week	5
Recommended grade	11, 12
Pre-requisite	Biology I

A course dealing with the identification of typical animal parasites, their life history and their relation to man and other animals.

PHYSICAL SCIENCE

Periods per week	5
Recommended grade	10

This program is designed for students who do not plan to take more science courses or post high school education. We try to deal with science other Biology in a general way with limited use of mathematics.

PROJECT SCIENCE 183

Periods per week	5
Recommended grade	11, 12
Pre-requisite	High School Science

The course is designed for students who may be interested in identifying and analyzing basic scientific patterns. Phenomena in Astronomy, Physics, Chemistry, and Biology will be explored. Construction of models for each pattern will be encouraged.

PSYCHOLOGY

Periods per week	5
Recommended grade	11, 12

This subject offers the student the introductory aspects of psychology as it relates to the behavior of animals, urban ecology, man and self. A study of the id (inner self), ego (self), and superego (projected self). A thorough study will be made of the latest findings.

SCIENCE SURVEY

Periods per week	5
Recommended grade	10 (Trade Preparatory students)

This course is designed to be useful to boys taking Trade Preparatory courses. It deals in part with simple machines, magnetism, electricity, electronics; the chemistry of inks, solvents, and fibers; as well as the study of the animal kingdom including man.

SCIENTIFIC MATHEMATICS

Periods per week	5
Recommended grade	11, 12
Pre-requisites	Chemistry and/or Physics

This course will help the serious science oriented student with the quantitative aspects of both Chemistry and Physics.

SOCIAL STUDIES

Social Studies at West Philadelphia High School feature a multi-cultural and ethnic approach with special emphasis on the important role played by the African and the Afro-American.

AFRO-AMERICAN HISTORY

Periods per week 5
Recommended Grade 11, 12

This elective course is open to all students. It is a history of the Afro-American from his African origin to the present. It aims for an understanding of the Afro-American, his contributions, culture and history.

AMERICAN CULTURE

Periods per week 5
Recommended grade 11

This is the first of the two year high school social studies program required by the Commonwealth. It is a survey of major social, economic and political developments involving the contributions of ethnic groups that make up the American people. The aim is to give the students an historic insight into our institutions and an ability to examine problems critically and intelligently.

CURRENT EVENTS

Periods per week 5
Recommended grade 10

This is a discussion course on current problems, and events. The newspapers and magazines will be the basis for discussions for clear understanding of current events. Developments in art, music, cinema, literature, as well as social happenings, will be discussed.

ETHNIC GROUPS AND SOCIAL CHANGE

Periods per week	5
Pre-requisite	Pre-rostered

Ethnic groups is a subject offered to give students an insight into the interests, behavior patterns, contributions, institutions of people grouped ethnically. Literature of these groups and books about them are used as sources. The students of this course meet periodically with students of another high school for discussions based on outside speakers, films and other audio-visual media.

GEOGRAPHY

Periods per week	5
Recommended grade	10, 11, 12

This course is open to all students. It is an introduction to geographic topics as climate, natural resources, topography and map reading. The regions of the world are studied in terms of industries, commerce and nationalities.

MODERN HISTORY

Periods per week	5
Recommended grade	10

This is an elective course covering the history of the various regions of the world from 1500 A.D. The aim of the course is to familiarize students with the history of other areas of the world.

SOCIAL SCIENCE

Periods per week	5
Pre-requisite	American Culture
Recommended grade	12

This is the second year of the Commonwealth required program in the social studies. It is a study of government, economics and sociology. Contemporary problems, the changing institutions, ethnic involvement, urban affairs and international problems are studied.

SOCIAL PROBLEMS

Periods per week	5
Recommended grade	12

This elective course deals with problems of people as individuals and as groups. It is designed to give students an understanding of society, its institutions and problems. Individual study projects and the pursuit of individual student research and reports are encouraged. The family, education, religion, crime and traffic are areas of discussion.

WORLD HISTORY

Periods per week	5
Recommended grade	10

This is a survey course of the history of man from his earliest beginning to the present. Areas covered include prehistoric and ancient, medieval and modern eras. World History is offered for students who have an interest in history.

TRADE PREPARATORY

AUTO MECHANICS 1

Periods per week	10
Recommended grade	10, 11

Students study the automobile as a growing industry and begin to learn the many skills in general repairs and maintenance.

AUTO MECHANICS 2

Periods per week	15
Credit	2 units
Recommended grade	11, 12
Pre-requisites	Taken in sequence

Prepares the student to think through mechanical problems by systematic diagnosis, thus finding the best way to solve them.

AUTO MECHANICS 3

Periods per week	15
Credit	2 units
Recommended grade	12
Pre-requisites	Taken in sequence

Learning in greater depth the construction of the automobile, operation of the mechanical, electrical and hydraulic systems. Learning more about the complicated repairs and maintenance procedures, and the vocational possibilities in the many areas of the automobile industry.

BUSINESS MACHINE REPAIR 1

Periods per week	10
Recommended grade	10, 11

Instruction of the basic typewriter functions, functions that apply to all manual typewriters. Step by step break down of various individual functions of the Underwood manual typewriter. Basic related math, one day a week. Detailed instructions on the typewriters mechanical operations. Breaking down each part of the operation and re-building it correctly to function properly.

BUSINESS MACHINE REPAIR 2

Periods per week	15
Recommended grade	11, 12
Pre-requisites	Taken in sequence

Student now applies his knowledge from the previous level, to the four types of typewriters used today. Step by step break down of each basic function to the following machines: Remington-Rand; Smith-Corona; Royal; Underwood. The student is to describe how the basic function operates in each type of manufactured machine, and compare its function with the other makes. Basic machine physics, and its relationship to business machines — one day a week. Each student is assigned outside work machines to trouble shoot, checkout and repair.

BUSINESS MACHINE REPAIR 3

Periods per week	15
Recommended grade	12
Pre-requisites	Taken in sequence

Introduced to basic electric typewriter functions, and how the functions are operated under mechanical power. Step by step break down of the IBM electric typewriter removal and replacement of the functional parts. Describing each function and its operation mechanically, comparing each operation with other manufactured machines. Introduction to basic adding machine theory. How the various gears add digit numbers. Step by step function of feed racks and accumulation gears. Instruction of basic electronics. Theory of digit electronic numbering and counting. Introduction to basic simple adding and subtracting circuits.

CARPENTRY 1

Periods per week	10
Recommended grade	10, 11

During the first year, student gets general and specific information of the carpentry field, and general and specific knowledge of safety; construction materials used, tools used in the trade, welding, trade math and a variety of projects concerning building of outside construction.

CARPENTRY 2

Periods per week	15
Recommended grade	11, 12
Credit	2 units
Pre-requisites	Taken in sequence

The second year is proposed to give the student general and specific information and knowledge of house and commercial foundations, wall forms, beams and girders, concrete stairs, floors and slabs, fireproofing, scaffolding, wall plates and sills, laminated beams, floor and ceiling joists, walls and partitions, balloon construction, roof framing and trade math. Also, arc welding is included.

CARPENTRY 3

Periods per week	15
Credit	2 units
Recommended grade	12
Pre-requisites	Taken in sequence

The third year is proposed to give the student general and specific knowledge of house and commercial building, roof framing, wall and roof sheathing, sidewall coverings, roof coverings, window installation, doors, hardware, interior trim, exterior trim, interior wall finishes, ceiling cabinets, wood stairs, cornices, weather stripping, trade math and welding.

TECHNICAL DRAFTING 1

Periods per week	10
Credit	1 unit
Recommended grade	10, 11

General basic drafting courses, which includes the following: blue print reading, lettering, orthographic projections, sectional views, auxiliary views, dimensioning, isometric and oblique drawings, developments, charts and graphs, and simple working drawings.

TECHNICAL DRAFTING 2

Periods per week	15
Credit	2 units
Recommended grade	11, 12
Pre-requisites	Technical Drafting 1

Students choose from three specific areas in drafting, which are: mechanical, electrical, and architectural, described as follows:

Mechanical

Students layout more complicated working drawings from assemblies, and assembly drawing from working details; they also do piping schematics, and pictorial layouts.

Electrical

Basics in electrical symbols, schematics, and printed circuitry.

Architectural

Basics in layouts and dimensioning of floor plans, elevations, foundations, and cross sectioning of buildings.

TECHNICAL DRAFTING 3

Periods per week	15
Credit	2 units
Recommended grade	12
Pre-requisites	Technical Drafting 2

Students continue in preselected area of mechanical, electrical, or architectural, described as follows:

Mechanical

Layout and design of simple manufacturing tools and methods. Also layout of exploded technical drawings, including shading and renderings.

Electrical

Layout, design, and build a printed circuit board of a power supply. Layout complicated schematics in pencil and ink, using templates and lettering equipment.

Architectural

Layout, design, and build a 1/8 scale model. Interior and exterior designing. Also piping and electrical schematics as they are shown in buildings.

ELECTRONICS 1

Periods per week	10
Credit	1 unit
Recommended grade	10

Students start with basic electronics that includes A.C. and D.C. circuit applications. Ohm's Law problems and the fundamentals of Radio. Career development.

ELECTRONICS 2

Periods per week	15
Credit	2 units
Recommended grade	11, 12
Pre-requisite	Electronics 1

Students continue in laboratory electronics; this course covers control circuits using controlled rectifiers, transistor and integrated circuits and in addition cover basic Radio and Television repair, and career development.

ELECTRONICS 3

Periods per week	15
Credit	2 units
Recommended grade	12
Pre-requisite	Electronics 2

Radio and Television Servicing and transistor applications, diagram tracing, printed circuit design theory and cover integrated circuit applications.

INDUSTRIAL ELECTRICITY 1

Periods per week	10
Credit	1 unit
Recommended grade	10, 11

The student will be able to safely install and make repairs to general lighting and power circuits. He will have developed personal characteristics and work habits necessary for success in the trade, developed the various skills required to install electrical circuits, learned the construction and fundamentals of basic wiring, learned the application of theory in analyzing circuit problems, learned the use of meters and test equipment, and learned various types of wiring methods.

INDUSTRIAL ELECTRICITY 2

Periods per week	15
Credit	2 units
Recommended grade	11, 12
Pre-requisite	Industrial Electricity 1

The student will be able to install DC motors, controllers and generators. He will have learned the basic electronic circuits used in the control of direct current operations, learned and practiced the proper approach in following and reading blue-prints of direct current installation, learned to apply the basic fundamentals and skills learned in the first year to making direct current installations, and learned the skills and knowledge necessary for the electrician to be proficient in the installation and maintenance of direct current generators, motors and controls.

INDUSTRIAL ELECTRICITY 3

Periods per week	15
Credit	2 units
Recommended grade	12
Pre-requisite	Industrial Electricity 2

Intended to develop an understanding of alternating current components, theory and practice, teach the skills and knowledge necessary for an electrician to be proficient in the installation and repair of alternating current generators, motors, controls and appliances, and to develop the understanding and leadership that all good mechanics must have to get along with their fellow workers.

MACHINE TOOL TECHNOLOGY 1

Periods per week	10
Credit	1 unit
Recommended grade	10, 11

Elementary course: includes the basic elements leading to craftsmanship in the areas of the machinist and toolmaking occupations. Basic operations on Machine tools: lathes, milling machines, drill presses; basic blueprint reading; and basic measuring tools are emphasized through the use of individual projects. Introduction to cluster of occupations in the machine tool industries will be made for the understanding of occupational opportunities.

APPENDIX O

STUDENT'S NAME	**PROGRESS REPORT**	DATE
GROUP	**WEST PHILADELPHIA HIGH SCHOOL** **47th & Walnut Streets** **Philadelphia, Pa. 19139 GR 6-4332**	TEACHER
SUBJECT		

NOTICE TO PARENTS

1. **The student is presently in academic difficulty in this subject, and consequently there is a danger of failure.**
2. **It is necessary that the cause(s) of this deficiency be understood and the recommendation(s) be followed.**
3. **Make certain that you are familiar with the school's grading system and the suggested amount of homework expected in the subject each night.**

AREAS FOR IMPROVEMENT

ABILITY	ATTITUDE	PERFORMANCE
☐ POOR APTITUDE IN SUBJECT.	☐ POOR ATTENDANCE/LATENESS.	☐ POOR TEST SCORES.
☐ INADEQUATE FOUNDATION IN SUBJECT.	☐ INADEQUATE PREPARATION FOR CLASS.	☐ INADEQUATE WRITTEN HOMEWORK OR NOTES.
☐ LACK OF EFFECTIVE MOTIVATION.	☐ LACK OF SERIOUS APPROACH TO STUDIES.	☐ LACK OF ATTENTION OF PARTICIPATION.

RECOMMENDATIONS:

☐ MORE EFFORT ☐ CONFERENCE WITH TEACHER ☐ AFTER SCHOOL HELP: M Tu W Th F ☐ TUTORING

☐ _____

_____

_____

P

PRESENT AND ON TIME
ALL PASSING GRADES

JOIN THE
CLUB FINEST
BE A MEMBER

YOU ARE THERE !

APPENDIX Q

SPECIAL EDUCATION INFORMATION SURVEY

1. German measles in the first _____ months of pregnancy can cause retardation.

2. An estimated 10% of the population are mentally retarded. True or False

3. Special education is only for the mentally retarded. True or False

4. There are more educable mentally retarded than any other group of retarded persons. True or False

5. Gifted children are also considered as special education children. True or False

6. Name the main intelligence test given to your children by the Board of Education to determine your child's intelligence. _____

7. IQ means _____

8. Name one cause of mental retardation besides German measles. _____

9. Whose IQ's are higher, trainable mentally retarded or educable mentally retarded. _____

10. Learning disabled children are also retarded. True or False

11. Mainstreaming is separating special education children from those children in the normal classrooms. True or False

12. All retarded children have brain damage. True or False

13. Some mentally retarded children and adults are also mentally ill. True or False

14. All mental retardation can be eliminated with proper pre-natal and post-natal care. True or False

15. During adulthood many mildly retarded lose their label of "retarded" as they enter into the job market. True or False

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FEDERAL EVALUATION RESOURCE SERVICES

MAINSTREAMING/SKILL DEVELOPMENT CENTER
STAFF DEVELOPMENT QUESTIONNAIRE

You have participated in a series of staff development activities, which were designed to help you with students in your classrooms who have special needs. Your responses to this questionnaire will be helpful in planning future workshops. Please respond by checking the appropriate response and elaborate where requested.

1. Have you participated in all staff development activities in this series?

   _____a) Yes
   _____b) No

2. The objectives of the sessions were

   _____a) clearly evident
   _____b) not so evident
   _____c) vague

3. The ideas and activities presented were

   _____a) very interesting
   _____b) somewhat interesting
   _____c) somewhat dull
   _____d) very dull

4. I found the information presented to be

   _____a) very applicable
   _____b) difficult to appiy
   _____c) not applicable

5. What have you gained from your participation in this staff development program? Please elaborate after appropriate response.

   _____a) knowledge

   _____b) planning skills

   _____c) impiementation skills

5. ___d) changed attitudes

____e) nothing gained

6. My attendance at these sessions should prove

____a) very beneficial to my classroom operation
____b) moderately beneficial to my classroom operation
____c) no benefit to my classroom operation

7. Can you think of any improvements in this staff development program that might better help you in dealing with the handicapped students in your classes?

____a) yes
____b) no
____c) don't know

If yes, in what ways? (please elaborate)

8. Overall, are you satisfied with the services that the project has provided to meet your staff development needs?

____a) yes
____b) no
____c) don't know

If no, why not? (please elaborate)

9. a) School_____

b) Subject(s) taught_____

c) Number of handicapped students in your classes this year?_____

d) Have there been handicapped students in your classes in previous years?

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